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AUTHOR	Maestas, Julia
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ABSTRACT

Data on concentrations of Hispanic populations in the United States, Hispanic enrollments in two-year, four-year, and graduate programs, and Hispanic-related awards by the Fund for the Improvement of Postsecondary Education (FIPSE) by category of institution are presented. Included are: the distribution of the total Hispanic population of the United States; full-time Hispanic enrollment in higher education, 1974-1978; total earned degrees in higher education by Hispanics; funding of Hispanic-related proposals by FIPSE 1973-1980; and Minority Institutions Science Improvement Program (MISIP) funding for Hispanic programs, 1975-1980. Appendices include: a description of Hispanic-related grants awarded by FIPSE and MISIP; minority institutions eligible for MISIP awards; supplementary tables; and the legislative history of FIPSE and MISIP. Among the recommendations are that (1) FIPSE define and target "Hispanic" as one of the populations to be served in providing equal opportunity (to fulfill subsection (1) of Sec 1001 of Title X) and (2) FIPSE solicit proposals targeting retention and matriculation of Hispanics at the masters and doctoral levels. A list of tables, definitions, and references are provided. (LC)

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ANALYSIS OF HISPANIC-RELATED GRANTS

Julia Maestas, Ph. D.

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This research was conducted at the Fund for the Improvement of Postsecondary Education (FIPSE) and Minority Institutions Science Improvement Program (MISIP): U.S. Office of Education, under the auspices of Training Grant #300-80-0966, to George Washington University.

September, 1981

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FOREWORD

"Analysis of Hispanic-Related Grants" presents a great wealth of data on concentrations of Hispanic populations in the United States, Hispanic enrollments in two-year, four-year, and graduate programs, and Hispanic-related awards by the Fund for the Improvement of Postsecondary Education (FIPSE) by category of institution. This study was undertaken by Julia Maestas at FIPSE during 1981.

Dr. Maestas' study is timely, as both various units of government and postsecondary educational institutions are seeking to improve Hispanic-American access to, and retention in, colleges and universities. The implications of her findings are especially salient for policy-makers in those regions of the country having high concentrations of Hispanic-Americans, and particularly for four-year institutions in those areas.

Sven Groennings

Sven Groennings, Ph.D.
Director
Fund for the Improvement
of Postsecondary Education

Abstract

The 1980 census has reported a total of 17,793,453 Hispanics in the United States. This represents an increase in excess of 5,500,000 over the 1970 census. Hispanics are present in large numbers throughout the United States. The states with the largest Hispanic populations are California (4,543,770), Texas (2,985,643), New York (1,659,245), Florida (857,898), and Illinois (635,525). In terms of proportionate representation, Hispanics constitute 36.6% of the population of New Mexico, 21.0% of Texas, and 19.2% of California.

Full time Hispanic undergraduate enrollment, not including Puerto Rico, increased 24.7% from 1974 to 1978, where in general the national enrollment increased 2.6%. Full time Hispanic graduate enrollment increased 36.3% during the same period, while the total full time national graduate enrollment declined 6.3%. The number of Hispanic receiving bachelors degrees increased 11.5%, masters increased by 4.6% and doctorates increased by 10.9% from 1975-76 to 1978-79. For the nation as a whole during the same period, the total number of bachelor's degrees increased 0.1%, the number of masters degrees decreased 3.0%, and the number of doctorates decreased 3.3%

From 1973 to 1980 the Fund for the Improvement of Post-secondary Education--figures for Puerto Rico were not available for 1974--supported 107 "Hispanic related" projects for a total

of $7,699,298. Consistent with general trends at FIPSE, the number of awards increased over time but the average amount of support per grant decreased. In general, the majority of FIPSE grants were awarded to Universities and four-year colleges. This pattern did not hold for Hispanic related grants. The greatest difference was support for community based organizations, which received 30% of Hispanic grants and only 9% of FIPSE grants over all.

The Minority Institutions Science Improvement Programs has provided a relatively small number of grants, 27, but the support per grant has been substantial, averaging more than $225,000 per award. Geographic distribution of the recipients has been limited to Puerto Rico and four states: Texas, New York, New Mexico, and California. Puerto Rico accounted for more than half of the grants, followed by Texas and New York, with five grants each.

Acknowledgements

This research paper was undertaken at the request of Dr. Arturo Madrid, Director, and Carol Stoel, Deputy Director of the Fund for the Improvement of Postsecondary Education (FIPSE).

Sections II and III are the result of a collaborative effort with Manuel Gomez, Program Officer, FIPSE.

Section IV is the result of a working relationship with Dr. Argelia Velez-Rodriguez, Program Director, and Dr. Arlene Maclin, Program Manager, Minority Institutions Science Improvement Program (MISIP).

Section VI is projected to be a collaborative effort with the full FIPSE staff and Advisory Committee.

Acknowledgements are made to the following past FIPSE/MISIP staff: Dr. Ciria Sanchez-Baca, Dr. Rene Cardenas, Dr. Isa Infante.

Additional acknowledgements to the present FIPSE/MISIP staff are made to Lynn DeMeester, Joy Burgess, Aileen Rogers, Vicki Riffe, Jackie O'Neal, Ophelia Waller, Steve Erhmann, and Dorothy Stanley.

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Definitions

"Hispanic-related" grants for the Fund for the Improvement of Postsecondary Education (FIPSE) were identified as such from the indexes of Resources for Change, a yearly publication by FIPSE. Additional inputs were gained from two past program officers, current program officers, and members of Hispanic advocacy groups. Hispanic-related grants for the Minority Institutions Science Improvement Programs (MISIP) were identified by Argelia Velez-Rodriguez, Program Director, and a publication entitled List of Predominantly Minority Institutions by Race/Ethnicity and by State/Type by the National Science Foundation, 1980.

"Types of Institutions" were categorized as such by past Program Officer Manuel Gomez, and current program officers.

Individual institutions were contacted for additional verification of categorizations.

Recommendations: FIPSE

Subsection (1) of Sec. 1001 of Title X - Establishment of a new Title X of the Higher Education Act of 1965, Fund for the Improvement of Postsecondary Education, which reads "Encouraging the reform, innovation and improvement of postsecondary education and providing equal educational opportunity for all (emphasis added), implies that the populations to be served are identified and that a mechanism of accountability be established.

"Hispanic" has historically been treated as "minority" by the Fund for Improvement of Postsecondary Education (FIPSE).

Preliminary investigation (Maestas, June 1981) suggested that over time, 1973-1980, FIPSE had funded 107 "Hispanic related" projects as identified by a yearly FIPSE publication, Resources for Change. Additional input from two past program officers, two current program officers, and members of the Hispanic community indicate discrepancies in the identification of "Hispanic-related projects ranging from approximately 20% to 50%. Some grants identified as "Hispanic" may not have reached the stated population or reached them to a negligible degree.

Recommendation I:

That FIPSE define and target "Hispanic" as one of the populations to be served in providing equal opportunity for all to fulfill Subsection (1) of SEC 1001 of Title X.

Recommendation II:

That FIPSE establish an accountability system whereby statistical information is provided on the numbers of Hispanics actually served through FIPSE grants.

Subsection (6) of SEC 1001 of Title X provides the mechanism "to introduce institutional opportunities for entering institutions" and

Subsection (4) provides for "changes in the internal structure and operations designed to clarify institutional priorities and purposes."

In the United States and District of Columbia, 64% of all students are enrolled in four-year institutions of higher education. In Puerto Rico, where the majority of students are Hispanic, 71.3% of students are enrolled in four-year institutions. However, only 45.6% of Hispanic students in the 50 states and D.C. are enrolled in four-year institutions. A small proportion of students in Puerto Rico (28.7%) and in the general population of the United States and D.C. (35.8%) are in two-year institutions of higher education whereas 54.4% of the Hispanics in the U.S. and D.C. are enrolled in two-year institutions. Therefore, the distribution of the Hispanic student population of the U.S. and D.C. is skewed in the direction of the two-year institutions.

Furthermore, within-state analysis indicates that 46.7% (105,975 of 226,918) of all Hispanics in the United States and D.C. are enrolled in two-year institutions of higher education in California.

Recommendation III:

That FIPSE solicit proposals to rectify the disproportionate representation of Hispanics in two-year institutions of higher education.

Recommendation IV:

That FIPSE solicit proposals specific to California to rectify the disproportionate representation of Hispanics in two-year institutions of higher education within that state.

Subsection (7) of Title X provides for the introduction of reforms in graduate education. . . and

Subsection (8) provides for the examining and awarding of credentials to individuals . . .

Statistical information has been provided at the national level that Hispanic earned degrees have decreased 8.7% at the masters level and decreased 15.7% at the doctoral level in 1978.

Recommendation V:

That FIPSE solicit proposals targeting retention and matriculation of Hispanics at the masters and doctoral levels.

A general recommendation is that FIPSE develop interagency/ intergovernment linkage whereby data may be collected which will help conceptualize educational issues faced by the Hispanic community. FIPSE may then solicit proposals in specific, targeted areas of need. For example, an interagency linkage with the National Center for Education Statistics would provide current updated information on the participation of Hispanics in postsecondary institutions of higher education. An interagency linkage with the Office of Civil Rights would help target specific issues confronting the Hispanic population. An intergovernmental linkage with the Census Bureau would provide current updated information regarding various aspects of the Hispanic community, from financial standing to distribution of age range. A linkage with the Equal Employment Opportunity Commission would help to conceptualize staff/facility needs within the Hispanic community that may be addressed by FIPSE.

Recommendations: MISIP

Final regulations cited in 34C FR Part 735 state that one of the MISIP objectives is to "effect long-range improvement (emphasis added) in science education.

Recommendation I:

The general population of Puerto Rico is approximately that of the state of Texas, which comprises approximately 20% of the Hispanic population in the United States and D.C. Hispanic students in Puerto Rico comprise a significant proportion of all Hispanic students graduating at the bachelors level in biosciences (39.2%), engineering (27.5%), mathematics (32.4%), physical sciences (31.1%), psychology (30.3%), and social sciences (25.0%) (Supplement Table 2). It is suggested that avenues be explored whereby Hispanics in the United States and D.C. can replicate the apparent success of students graduating with bachelors degrees in Puerto Rico (Supplement Tables 4, 6). Interestingly the success at the undergraduate level, e.g., in biosciences, appears to have a "spill over effect" onto the master's level (which comprises 40.8% of all Hispanics earning degrees in that discipline), and, furthermore, onto the doctoral level.

Pub.L 36-374 1303 (1980) states that "entities other than minority institutions are eligible in certain types of projects conducted as part of MISIP."

Recommendation II:

That MISIP solicit proposals from four-year institutions to increase Hispanic earned degrees at the master's and doctoral levels (Supplementary Tables 5 and 7).

Recommendation III:

That MISIP target specific scientific disciplines with general Hispanic underrepresentation, e.g., mathematics, physical sciences, engineering and solicit proposals in these scientific disciplines (Supplement Table 3).

Recommendation IV:

That MISIP target states that may be experiencing Hispanic underrepresentation by scientific discipline, e.g., Arizona - biosciences, engineering, mathematics, physical sciences, psychology, social sciences; California - biosciences, engineering, mathematics, physical sciences; Texas - physical sciences; New York - engineering; Florida - mathematics; Illinois - engineering; New Mexico - social sciences, and solicit proposals from those states by scientific discipline (Supplement Table 3).

A general recommendation is that MISIP develop cooperative interagency agreements be established with the National Center for Education Statistics to provide updated statistical information of minority institutions eligible for FIPSE funding. A second general recommendation is that cooperative interagency agreements be established with the Office of Civil Rights for updated statistical information on Hispanic representation by state and discipline. A third general recommendation is that cooperative intergovernmental agreements be established with the Census Bureau to provide updated information regarding the Hispanic population in general.

The Distribution of the Hispanic Population of the United States

During the 1970's the United States became increasingly aware of the presence and impact of its Hispanic population. The 1980 census (Table 1) reported a count of 14,605,883 Hispanics, not including the island of Puerto Rico with a current population of 3,187,570. This represents an increase of 5,037,440 Hispanics in the states and the District of Columbia and an increase of 475,537 in Puerto Rico over the 1970 census report. The enumeration, then, in the United States from 1970 to 1980 increased more than 60%, or from 4.6% to 6.5% of the population.

A note of caution should be sounded in discussing the growth of the Hispanic population. Although it is clear that there have been significant increases from 1970 to 1980, the extent of the increase is not clear. First, it is obvious that there were major undercounts in the 1970 census. According to the Bureau of the Census, improvements in the 1980 census, better coverage of the population, improved question design, and an effective public relations campaign by national and community relations groups resulted in a more efficient enumeration of Hispanics than in 1970. Still it is probable that undercounts of Hispanics in the 1980 census were proportionately greater than undercounts of the general population. Therefore the reported Hispanic 1980 total of 14,605,883 must be considered an underenumeration of undetermined size.

Table 1

Total Hispanic Population in the United States: 1970 Census and 1980 Census in Rank Order by 1980 Enumeration

Source: 1980 Census, Advance Report

State	1980 Census	1970 Census	Change	% Change
California	4,543,770	2,369,292	2,174,408	91.7
Texas	2,985,643	1,840,648	1,144,995	62.7
New York	1,659,245	1,351,982	307,263	22.7
Florida	857,898	405,036	452,862	111.8
Illinois	635,525	393,204	242,321	61.6
New Jersey	491,867	288,488	202,379	70.2
New Mexico	476,089	308,340	168,749	54.7
Arizona	440,915	264,770	176,145	66.5
Colorado	339,300	225,506	114,794	50.9
Michigan	162,388	151,070	11,318	7.5
Pennsylvania	154,004	108,893	45,111	41.4
Massachusetts	141,063	66,146	74,917	113.3
Connecticut	124,499	65,456	59,043	90.2
Washington	119,986	57,358	62,628	109.2
Ohio	119,880	129,995	-10,115	-7.8
Louisiana	99,105	70,523	28,582	40.5
Indiana	87,020	112,472	-25,452	-22.6
Virginia	79,873	40,222	39,651	98.6
Hawaii	71,479	24,821	46,658	188.0
Oregon	65,833	22,338	43,495	194.7
Maryland	64,740	45,461	19,279	42.4
Kansas	63,333	54,125	9,208	17.0
Wisconsin	62,981	62,875	106	0.2
Georgia	61,261	45,289	15,972	35.3
Utah	60,302	33,911	26,391	77.8

(cont.)

Table 1 - continued

State	1980 Census	1970 Census	Change	% Change
Oklahoma	57,413	51,284	6,129	12.0
North Carolina	56,607	43,414	13,193	30.4
Nevada	53,786	20,505	33,281	162.3
Missouri	51,667	60,080	-8,413	-14.0
South Dakota	40,428	2,876	37,552	130.5
Idaho	36,615	16,077	20,538	127.7
Tennessee	34,081	49,584	-15,501	-32.0
Alabama	33,100	38,848	-5,748	-14.8
South Carolina	33,414	14,111	19,303	136.8
Minnesota	32,124	37,256	-5,132	-13.8
Nebraska	28,020	20,749	7,271	35.0
Kentucky	27,403	44,749	-17,346	-38.8
Iowa	25,536	21,017	4,519	21.5
Mississippi	24,731	18,815	-5,916	-31.4
Wyoming	24,499	13,894	10,605	76.3
Rhode Island	19,707	7,589	12,118	159.7
Arkansas	17,873	24,358	-6,485	-26.6
D. C.	17,652	15,108	2,544	16.8
West Virginia	12,707	8,780	3,927	44.7
Montana	9,974	6,344	3,630	57.2
Delaware	9,671	8,477	1,194	14.1
Alaska	9,497	4,598	4,899	106.5
New Hampshire	5,587	2,281	3,306	144.9
Maine	5,005	2,433	2,572	105.7
North Dakota	3,903	2,492	1,411	56.6
Vermont	3,304	1,610	1,694	105.2
Total	14,605,883	9,072,602	5,037,440	65.4
Puerto Rico	3,187,570	2,712,033	475,537	17.5

Examination of Table 1, which presents information on Hispanic population by state, reveals some interesting data. The size of the population and the large increases are most noticeable in California, with an increase of 2,000,000 Hispanics, Texas with over 1,000,000, Florida with almost a half million and New York, Illinois and New Jersey with increases of from 200,000 to 300,000. Eight of the 11 states with the largest numbers of Hispanics increased more than 50% with Florida (111.0%), California (91.7%), and New Jersey (70.2%) recording the greatest percentage increase. Eleven states had an enumeration of over 650,000 Hispanics. A twelfth state, Massachusetts, had a 113% increase from 1970 to 1980 and probably now has gone over 150,000 Hispanics since the 1980 census.

In terms of the general population, New Mexico had the largest Hispanic representation, with 36.6% of the state's population, followed by Texas with 21% and California with 19.2%.

Another noticeable factor is the geographic diversity of the Hispanic population. Five of the twelve most populous Hispanic states (California, Texas, New Mexico, Arizona, Colorado) are in a southwestern cluster; four (New York, New Jersey, Pennsylvania) are in the northeast; two (Illinois and Michigan) are in the midwest and one (Florida) is in the southeast.

Examination of Table 1 reveals that the five most populous Hispanic states--California, Texas, New York, Florida and Illinois --accounted for the greatest growth between 1970 and 1980. These five states account for over 10,000,000 according to the 1980 census. It should be pointed out, however, that many other states had equal or greater proportional growth and that Hispanics constitute a significant presence across the nation. As shown in Table 2, the number of Hispanics enumerated more than doubled in 13 states from 1970 to 1980. Only one of the most populous states, Florida, was in this category. States which more than doubled their Hispanic population ranged from Hawaii to the northwest (Washington, Oregon, Nevada, Idaho) to the northeast (Massachusetts, Rhode Island, Vermont, Maine, New Hampshire).

It should be noted that not all states reported an increase in Hispanic population from 1970 to 1980. Nine states, in fact, had decreases with Tennessee, Kentucky, Arkansas and Indiana showing drops of 20% or more.

Generally, Hispanic Americans are younger and more prolific than the nation as a whole. The average age of Hispanics is approximately 21, with the exception of the older Cuban contingent or about 10 years younger than the average non-Hispanic American. Thus, although the 14½ million Hispanics comprise 6.4% of the United States population, the distribution in various age groups varies. Hill (1980) reported that Hispanics account for 4.4% of the population 16 and older. Contrasted to this, in an analysis of the 1978 Civil Rights Survey data Killelea Associates (1980) reported that of a total elementary and secondary school enrollment of 41,856,257 students, 6.8% or 2,825,229 were Hispanic. The Hispanic preschool population is even greater. A U.S. Bureau of

Table 2

Change in Hispanic Populations in the United States for 1970 to 1980

Rank Ordered by State by Percentage of Change

Source: 1980 Census

State	Percentage of Change	Number Change
Oregon	194.7	43,495
Hawaii	188.0	46,658
Nevada	162.3	33,281
Rhode Island	159.7	12,118
New Hampshire	144.9	3,306
South Carolina	136.6	19,303
South Dakota	130.5	37,552
Idaho	127.2	20,538
Massachusetts	113.3	74,917
Florida	111.8	452,862
Washington	109.2	62,628
Alaska	106.5	4,899
Maine	105.7	2,572
Vermont	105.2	1,694
Virginia	98.6	39,651
California	91.7	2,174,408
Connecticut	90.2	59,043
Utah	77.8	26,391
Wyoming	76.3	10,605
New Jersey	70.2	202,379
Arizona	66.5	176,145
Texas	62.7	1,144,995
Illinois	61.6	242,321
Montana	57.2	3,630
North Dakota	56.6	1,411
New Mexico	54.7	168,749
Colorado	50.9	114,794

(cont.)

Table 2 - continued

State	Percentage of Change	Number Change
West Virginia	44.7	3,927
Maryland	42.4	19,279
Pennsylvania	41.4	45,111
Louisiana	40.5	28,582
Georgia	35.3	15,972
Nebraska	35.0	7,271
North Carolina	30.4	13,193
New York	22.7	307,263
Iowa	21.5	4,519
Kansas	17.0	9,208
District of Columbia	16.8	2,544
Delaware	14.1	1,194
Oklahoma	12.0	6,129
Michigan	7.5	11,318
Wisconsin	0.2	106
Ohio	-7.8	-10,115
Minnesota	-13.8	-5,132
Missouri	-14.0	-8,413
Alabama	-14.8	-5,748
Indiana	-22.6	-25,452
Arkansas	-26.6	-6,485
Mississippi	-31.4	-5,916
Tennessee	-32.0	-15,501
Kentucky	-38.8	-17,346

Total Hispanic Population in the United States: 1980 Census in Rank Order by Hispanic Percentage of Total Population

States	Rank	Total U.S. Population	Hispanic Population	Hispanic as % of Total Population
New Mexico	1	1,299,968	476,089	36.6
Texas	2	14,228,383	2,985,643	21.0
California	3	23,668,562	4,543,770	19.2
Arizona	4	2,717,866	440,915	16.2
Colorado	5	2,888,834	339,300	11.7
New York	6	17,557,288	1,659,245	9.5
Florida	7	9,739,992	857,898	8.8
Hawaii	8	965,000	71,479	7.4
Nevada	9	799,184	53,786	6.7
New Jersey	10	7,364,158	491,867	6.7
Illinois	11	11,418,461	635,525	5.6
Wyoming	12	470,816	24,499	5.2
Utah	13	1,461,037	60,302	4.1
Connecticut	14	3,107,576	124,499	4.0
Idaho	15	943,935	36,615	3.9
Washington	16	4,130,163	119,986	2.9
D. C.	17	637,651	17,652	2.8
Kansas	18	2,363,208	63,333	2.7
Oregon	19	2,632,663	65,833	2.5
Massachusetts	20	5,737,037	141,063	2.5
Louisiana	21	4,203,972	99,105	2.4
Alaska	22	400,481	9,497	2.4
Rhode Island	23	947,154	19,707	2.1
Oklahoma	24	3,025,266	57,413	1.9
Michigan	25	9,258,344	162,388	1.8
Nebraska	26	1,570,006	28,020	1.8

States	Rank	Total U.S. Population	Hispanic Population	Hispanic as % of Total Population
Indiana	27	5,490,179	87,020	1.6
Delaware	28	595,225	9,671	1.6
Virginia	29	5,346,279	79,873	1.5
Maryland	30	4,216,446	64,740	1.5
Wisconsin	31	4,705,335	62,981	1.3
Montana	32	786,690	9,974	1.3
Pennsylvania	33	11,866,728	154,004	1.3
South Carolina	34	3,119,208	33,414	1.1
Missouri	35	4,917,444	51,667	1.1
Ohio	36	10,797,419	119,880	1.1
Georgia	37	5,464,265	61,261	1.1
North Carolina	38	5,874,429	56,607	1.0
Mississippi	39	2,520,638	24,731	1.0
Alabama	40	3,890,061	33,100	0.9
Iowa	41	2,913,387	25,536	0.9
Arkansas	42	2,285,513	17,873	0.8
Minnesota	43	4,077,148	32,124	0.8
Tennessee	44	4,590,750	34,081	0.7
West Virginia	45	1,949,644	12,707	0.7
Kentucky	46	3,661,433	27,403	0.7
New Hampshire	47	920,610	5,587	0.6
Vermont	48	511,456	3,304	0.6
North Dakota	49	652,695	3,903	0.6
South Dakota	50	690,178	40,428	0.6
Maine	51	1,124,660	5,005	0.4

the Census Current Population Report (1980) found that almost 10% of all students in the United States under 5 years of age were Hispanic in origin.

It should be noted that in spite of the tendency of some to think of Hispanics as recent arrivals, Puerto Rico had a Spanish settlement before the year 1500. St. Augustine, Florida is the only mainland American city to celebrate the 400th anniversary of its founding. Espanola, New Mexico was settled by the Spanish in 1598. The extent of the Hispanic presence in the United States may be illustrated by the fact that most of the lands in the contiguous 48 states at one time or another had Spanish settlements. This includes Florida, the Louisiana territory, Texas, New Mexico, Arizona, Colorado and California. Thus, Texas and California have had an Hispanic presence for 200 years, New Mexico and Florida for 400 years and Puerto Rico for almost 500 years. Hispanic roots in present day United States, then, are ancient and run deep.

Full Time Hispanic Enrollment in Higher Education
1974-1978

It would be beneficial to plot the participation of Hispanics in higher education from 1970 to 1980 and compare this to changes in 1970 and 1980 census figures. However, it was not until 1974 that racial/ethnic data for the States and D.C. were gathered by the Office of Civil Rights (OCR) on Hispanic higher education enrollment. Since then, the National Center for Educational Research (NCES) has gathered and reported information for OCR concerning Hispanic enrollments in 1976 and 1978 for the States and D.C. plus Puerto Rico and the outlying areas. The present section contains enrollment data, then, for 1974, 1976 and 1978 and does not encompass the entire decade. However, the data should provide information on trends in higher education as they relate to Hispanic students.

As may be seen in Table 4, the full-time undergraduate enrollment in the United States increased from 5,617,617 in 1974 to 5,831,481 in 1976 and then dropped to 5,761,619 for an increase of 2.6% over the four years. During the same period Hispanic undergraduate enrollment in the States and D.C. increased from 157,572 in 1974 to 191,065 in 1976 to 196,452 in 1978. This accounts for an overall increase of 24.7. Put another way, Hispanics accounted for 2.8% of all full-time undergraduates in 1974, 3.2% in 1976, and 3.4% in 1978. California (53,951 undergraduates), Texas (40,831), New York (30,421) and Florida (11,979), the four most populous Hispanic states all reported more than 10,000 full-time undergraduates. New Mexico (7,984) and New Jersey (6,734) had more undergraduate students

Table 3

Comparative Enrollments in Two-Year and Four-Year Institutions

Source: NCES, Earned Degree Data, 1975-1979

Category	Enrollments					
	Two-Year Institutions		Four-Year Institutions		Total Two-Year and Four-Year Institutions	
	Number	Percent	Number	Percent	Number	Percent
Puerto Rico	35,342	28.7	87,987	71.3	123,329	100.0
States and D. C.	4,065,147	35.8	7,281,842	64.2	11,346,999	100.0
Hispanic Students	226,918	54.4	189,903	45.6	416,821	100.0

Table 3

Total Hispanic Enrollment in 2 Year and 4 Year Institutions of Higher Education

NCES 1978

Source: NCES Tapes #020610, 024269

	2 Year Inst.		4 Year Inst.	
	N	%	N	%
Alabama	73	.2	452	.4
Alaska	233	1.3	104	1.2
Arizona	12,220	12.8	3,245	4.0
Arkansas	49	.4	218	.4
California	105,975	10.4	41,655	6.6
Colorado	3,601	8.7	5,380	4.8
Connecticut	1,061	2.6	1,579	1.4
Delaware	80	1.0	101	.4
D.C.			1,329	1.6
Florida	16,132	8.4	10,883	5.9
Georgia	271	.6	635	.5
Hawaii	835	4.4	601	2.
Idaho	99	.9	242	.9
Illinois	7,192	2.5	6,717	2.1
Indiana	149	.7	1,912	1.0
Iowa	222	.7	428	.4
Kansas	547	1.6	1,171	1.2
Kentucky	44	.2	347	.3
Louisiana	312	2.0	1,726	1.3
Maine	8	.1	74	.2
Maryland	974	1.1	1,046	.8
Massachusetts	1,187	1.5	3,845	1.3
Michigan	3,507	1.8	2,714	.9
Minnesota	86	.2	748	.5
Mississippi	35	.1	96	.2
Missouri	517	1.0	1,147	.7
Montana	33	1.2	100	.4

Table 3 - continued

	2 Year Inst.		4 Year Inst	
	N	%	N	%
Nebraska	236	1.4	539	.8
Nevada	485	2.9	336	2.0
New Hampshire	15	.3	254	.7
New Jersey	3,717	3.7	7,600	3.7
New Mexico	1,657	19.0	11,620	24.7
New York	16,783	6.4	30,142	4.5
North Carolina	416	.4	606	.4
North Dakota	3	.0	51	.2
Ohio	805	.7	1,834	.5
Oklahoma	471	1.1	714	.7
Oregon	919	1.4	670	.9
Pennsylvania	1,031	1.0	2,449	.7
Rhode Island	46	.4	305	.6
South Carolina	108	.3	224	.3
South Dakota	0	0	293	1.0
Tennessee	167	.4	496	.3
Texas	40,154	16.5	38,800	9.4
Utah	365	2.4	804	1.1
Vermont	3	.1	144	.6
Virginia	728	.7	713	.5
Washington	2,503	1.5	1,138	1.1
West Virginia	42	.4	125	.2
Wisconsin	595	.8	1,434	.8
Wyoming	227	2.1	122	1.4
The States & D.C.	226,918	5.6	189,903	2.6

Table 4

Comparisons of Full-Time Undergraduate Enrollment in Institutions of Higher Education by Hispanic Ethnicity
The States and D.C. and Puerto Rico, 1974, 1976, 1978

Source: NCES Tape 010961, Table 9

State	1974	1976	Percent Change 1974-76	1978	Percent Change 1976-78	Percent Change 1974-78
California	52,297	58,199	11.3	53,951	-7.3	3.
Texas	33,489	39,850	19.0	40,831	2.5	22.
New York	21,813	26,210	20.2	30,921	18.0	42.
Florida	3,987	9,372	135.1	11,979	27.8	201.
Illinois	3,639	5,674	55.9	6,349	11.9	75.
New Jersey	4,765	5,483	15.1	6,734	22.8	41.
New Mexico	6,761	8,138	20.4	7,984	-1.9	18.
Arizona	5,272	5,912	12.1	5,692	-3.7	8.
Colorado	4,823	5,626	16.6	4,741	-15.7	-1.7
Michigan	1,796	2,034	13.3	2,477	21.8	38.
Pennsylvania	1,349	3,647	170.3	1,842	-49.5	37.
Massachusetts	1,986	2,698	35.9	3,140	16.4	58.
Connecticut	984	1,120	13.8	1,178	5.2	20.
Washington	1,639	1,299	-20.7	1,439	10.8	-12.
Ohio	933	1,310	40.4	1,469	12.1	57.
Louisiana	614	1,136	85.0	1,188	4.6	93.
Indiana	1,031	1,011	-1.9	1,197	18.4	16.
Virginia	351	400	14.0	541	35.3	54.1
Hawaii	N.A.	710	N.A.	717	.9	N.A.
Oregon	549	794	44.6	792	-13.	44.
Maryland	607	593	-2.3	880	48.4	45.
Kansas	888	991	11.6	1,002	1.1	13.
Wisconsin	852	1,053	23.6	1,110	5.4	30.
Georgia	285	410	43.9	523	27.6	84.
Utah	703	705	.3	642	-8.9	-8.7

(cont.)

Table 4 - continued

State	1974	1976	Percent Change 1974-76	1978	Percent Change 1976-78	Percent Change 1974-78
Oklahoma	417	561	34.5	640	14.1	53.
No. Carolina	394	470	19.3	617	31.3	57.
Nevada	779	148	-81.0	233	57.4	-70.
Missouri	647	659	1.9	767	16.4	18.5
So. Dakota	26	41	57.7	280	582.9	977.
Idaho	469	286	-39.0	204	-28.7	-56.
Tennessee	221	232	5.0	399	72.0	80.5
Alabama	277	214	-22.7	344	60.7	24.
So. Carolina	114	124	8.8	199	60.5	75.
Minnesota	375	943	151.5	479	-49.2	28.
Nebraska	404	367	-9.2	415	13.1	3.
Kentucky	126	188	49.2	197	4.8	56.
Iowa	270	379	40.4	440	16.1	63.
Mississippi	66	61	-7.6	82	34.4	24.
Wyoming	256	213	-16.8	176	-17.4	-31.3
Rhode Island	220	240	9.1	233	-2.9	6.
Arkansas	59	75	27.1	173	130.7	193.
D.C.	402	580	44.3	510	-12.1	27.
W. Virginia	105	123	17.1	98	-20.3	-6.6
Montana	95	98	3.2	74	-24.5	-22.
Delaware	76	113	48.7	80	-29.2	5.
Alaska	N.A.	24	N.A.	49	104.1	N.A.
N. Hampshire	149	300	101.3	214	-28.7	44.
Maine	88	60	-31.8	65	8.3	-26.
No. Dakota	18	51	183.3	43	-15.7	139.
Vermont	106	137	29.2	122	-10.9	15.1
TOTAL: States & D.C.	157,572	191,065	21.3	196,452	2.6	24.7
Puerto Rico	N.A.	72,768	N.A.	94,550	29.9	N.A.
TOTAL: National	5,617,617	5,831,481	3.8	5,761,619	-1.2	2.6
States & D.C. as % of Nat. Total	2.8	3.2		3.4		

than Illinois (6,349), although the 1980 Illinois Hispanic population was approximately 150,000 greater than the other two.

Trends for full-time graduate enrollment for Hispanics show the same pattern, although the enrollment figures reveal a lower base. Hispanic full-time graduate enrollment (Table 5) increased from 6,110 in 1974 to 8,045 in 1976 to 8,325 for an overall growth of 36.3% from 1974 to 1978. General full-time graduate enrollment dropped 6.3% during the same period from 398,045 in 1974 to 382,491 in 1976 to 372,793 in 1978. Hispanics accounted for 1.5% of the full-time graduate students in 1974, 2.1% in 1976, and 2.2% in 1978. This is below the percentage of undergraduate students, 2.8% in 1974. As might be expected, California (2,059), Texas (1,093), New York (1,146) and Florida (520) had the largest numbers of full-time graduate students. The state with the fifth largest number of Hispanics, Illinois, had relatively few graduate students (311). Massachusetts, the state with the 12th largest Hispanic population and New Mexico, the 7th largest had 337 and 331 Hispanic full-time graduate students respectively.

The enrollment data for Hispanic undergraduate full-time students suggests an increase from 1974-1976, from 2.8 to 3.2%, and a more moderate increase from 1976-1978, from 3.2% to 3.4%. The overall increase for Hispanic full-time undergraduate enrollment over the 4-year period from 1974-1978 was 24.7%. The enrollment data for Hispanic graduate full-time students follow the same pattern-- an increase from 1974-1976, from 1.5% to 2.1% and a more moderate increase from 1976-1978, from 2.1% to 2.2%. The overall increase for Hispanic full-time graduate enrollment over the 4-year period from 1974-1978 was 36.3%.

Table 5

Comparisons of Full-Time Graduate Enrollment in Institutions of Higher Education by Hispanic Ethnicity: The States and D.C. and Puerto Rico, 1974, 1976, 1978

Source: NCES Tape 012134, Table 10

State	1974	1976	Percent Change 1974-76	1978	Percent Change 1976-78	Percent Change 1974-78
California	1,173	2,016	71.9	2,059	2.1	75.5
Texas	834	970	16.3	1,093	12.7	31.1
New York	872	1,105	26.7	1,146	3.7	31.4
Florida	273	603	120.9	520	-13.8	90.5
Illinois	212	250	17.9	311	24.4	46.7
New Jersey	138	113	-18.1	106	-6.2	-23.2
New Mexico	253	313	23.7	331	5.8	30.8
Arizona	315	335	6.3	115	-65.7	-63.5
Colorado	210	182	-13.3	221	21.4	5.2
Michigan	210	269	28.1	234	-13.0	11.4
Pennsylvania	124	164	32.3	204	24.4	64.5
Massachusetts	178	251	41.0	337	34.3	89.3
Connecticut	76	60	-21.1	168	180.	121.1
Washington	68	108	58.8	94	-13.0	38.2
Ohio	181	243	34.3	198	-18.5	9.4
Louisiana	44	119	170.5	85	-28.6	93.2
Indiana	138	74	-46.4	120	62.2	-13.0
Virginia	9	27	200.0	28	3.7	211.1
Hawaii	N.A.	26	N.A.	35	34.6	N.A.
Oregon	44	40	-9.1	38	-5.0	-13.6
Maryland	82	61	-25.6	64	4.9	-21.9
Kansas	77	53	-31.2	60	13.2	-22.1
Wisconsin	89	93	4.5	129	38.7	4.9
Georgia	31	28	-9.7	35	25.0	2.9
Utah	30	41	36.7	37	-9.8	23.3

(cont.)

Table 5 - continued

State	1974	1976	Percent Change 1974-76	1978	Percent Change 1976-78	Percent Change 1974-78
Oklahoma	27	36	33.3	29	-19.4	7.4
No. Carolina	41	41	N.C.	44	7.3	7.3
Nevada	5	6	20.0	4	-33.3	-20.0
Missouri	36	66	183.5	60	-9.1	6.7
So. Dakota	5	0	-100.0	2	100.	-60.0
Idaho	10	12	20.0	8	-33.3	-20.0
Tennessee	33	14	-57.6	26	85.7	-21.2
Alabama	19	12	-36.8	29	141.7	52.6
So. Carolina	6	12	100.0	15	25.0	150.0
Minnesota	47	63	34.0	84	33.3	78.7
Nebraska	13	18	38.5	20	11.1	53.8
Kentucky	13	19	46.2	29	52.6	123.1
Iowa	34	29	-14.7	36	24.1	5.9
Mississippi	3	4	33.3	5	25.0	66.7
Wyoming	8	10	25.0	4	-60.0	-50.0
Rhode Island	15	15	N.C.	14	-6.7	-6.7
Arkansas	20	7	-65.0	15	114.3	-25.0
D.C.	80	96	20.0	96	N.C.	20.0
W. Virginia	12	14	16.7	7	-50.0	-41.7
Montana	1	1	N.C.	1	N.C.	N.C.
Delaware	7	2	-71.4	0	-100.	-100.
Alaska	N.A.	4	N.A.	4	N.C.	N.A.
N. Hampshire	7	4	-42.9	4	N.C.	-42.8
Maine	1	0	-100.0	4	100.0	300.0
No. Dakota	1	5	400.0	0	-100.0	-100.0
Vermont	5	21	120.0	17	54.5	240.0
TOTAL: States & D.C.	6,110	8,045	31.7	8,325	3.4	36.3
Puerto Rico	N.A.	1,375	N.A.	1,508	9.7	N.A.
TOTAL: National	398,045	382,491	3.9	372,793	-2.5	-6.3
States & D.C. as % of Nat. Total	1.5	2.1		2.2		

Total Earned Degrees in Higher Education by Hispanics

The National Center for Educational Statistics has gathered data for degrees earned during the 1975-76, 1976-77, and 1978-79 academic years, with no data gathering reported for 1977-78. Although the periods are not the same as the 1974, 1976 and 1978 reports of enrollment in institutions of higher education, they do provide somewhat comparable information.

From 1975-76 to 1978-79 the national total of bachelors degrees earned remained constant (Table 6), increasing 0.1% over the period. The number of Hispanics receiving bachelor's degrees increased 11.5% from 17,964 in 1975-76 to 20,029 in 1978-79. This represents 1.9% of bachelors degrees in 1975-76 and 2.2% in 1978-79. Given previously cited data that Hispanics accounted for 2.8% of undergraduate enrollment in 1974, 3.2% in 1976 and 3.4% in 1978, the graduation data appear low. Data are needed for 1980 and 1981 to ascertain whether the number of graduating Hispanics have indeed increased.

In terms of graduate degrees, NCES has reported masters and doctorate degrees earned in 1975-76, 1976-77, and 1978-79 whereas the enrollment data for 1974, 1976, and 1978 refers only to graduate students and does not distinguish master and doctoral level enrollment separately. Therefore, the graduate enrollment data and the graduate degree data are not comparable.

As may be seen in Table 7, the number of Hispanic earned masters

Table 6

Data on Total Earned Degrees Conferred from Institutions of Higher Education by Hispanic Ethnicity, 1975-1976, 1976-1977, 1978-1979

Bachelors

Sources: NCES/OCR, Data on Earned Degrees, 1975, 1976, 1978

State	1975-1976	1976-1977	Percent Change 1975-76 1976-77	1978-1979	Percent Change 1976-77 1978-79	Percent Change 1975-76 1978-79
California	4,003	3,930	-1.8	4,276	8.8	6.8
Texas	3,962	4,148	4.7	4,653	12.2	17.4
New York	2,083	2,780	33.5	2,589	-6.9	24.3
Florida	1,259	1,382	9.8	1,671	20.9	32.7
Illinois	542	590	8.9	650	10.2	19.9
New Jersey	660	624	-5.5	702	12.5	6.4
New Mexico	1,094	914	-16.5	1,022	11.8	-6.6
Arizona	459	393	-14.4	494	25.7	7.6
Colorado	592	587	-.8	562	-4.3	-5.1
Michigan	289	271	-6.2	255	-5.9	-11.8
Pennsylvania	537	390	-27.4	296	-24.1	-44.9
Massachusetts	291	353	21.3	304	-13.8	4.5
Connecticut	123	137	11.4	139	1.5	13.0
Washington	83	142	71.1	97	-31.6	16.9
Ohio	138	159	15.2	190	19.4	37.7
Louisiana	131	126	-3.8	203	61.1	55.0
Indiana	178	156	-12.4	141	-9.6	20.7
Virginia	76	104	36.8	95	-8.7	25.0
Hawaii	29	62	101.1	43	-30.6	48.3
Oregon	71	102	43.7	75	-26.8	5.6
Maryland	92	99	7.6	109	10.0	18.5
Kansas	94	102	8.5	102	N.C.	8.5
Wisconsin	138	110	-20.3	124	12.7	-10.1
Georgia	52	75	44.2	73	-2.7	40.3
Utah	165	83	-49.7	80	-3.6	-51.5

(cont.)

Table 6 - continued

State	1975-1976	1976-1977	Percent Change 1975-76 1976-77	1978-1979	Percent Change 1976-77 1978-79	Percent Change 1975-76 1978-79
Oklahoma	61	48	-21.3	71	47.9	16.4
No. Carolina	45	73	62.2	72	-1.4	60.0
Nevada	18	23	27.8	39	69.6	116.7
Missouri	94	112	19.2	160	42.9	70.2
So. Dakota	7	1	-85.7	5	400.0	-28.6
Idaho	33	28	-15.2	34	21.4	3.0
Tennessee	52	70	34.6	50	-28.6	-3.8
Alabama	25	14	-44.	50	257.1	100.0
So. Carolina	31	21	-32.3	40	90.4	29.0
Minnesota	76	54	-28.9	73	35.2	-3.9
Nebraska	53	48	-9.4	60	25.0	13.2
Kentucky	26	15	-42.3	30	100.0	15.4
Iowa	49	31	36.8	54	74.2	10.2
Mississippi	15	9	-40.0	11	22.2	-26.7
Wyoming	10	25	150.0	13	-48.0	30.0
Rhode Island	22	30	36.4	46	53.3	109.0
Arkansas	9	8	-11.1	11	37.5	22.2
D.C.	86	94	9.3	152	61.7	76.7
W. Virginia	18	17	-5.6	15	-11.8	-16.7
Montana	2	11	450.0	12	9.1	500.0
Delaware	19	20	5.7	9	-55.0	-5.3
Alaska	2	6	200.0	2	-66.7	N.C.
N. Hampshire	17	55	223.5	40	-27.3	135.3
Maine	16	12	25.0	14	16.7	-12.5
No. Dakota	10	7	-30.0	6	-14.3	-40.0
Vermont	27	12	-55.6	15	25.0	-44.4
TOTAL: States & D.C.	17,964	18,663	3.9	20,029	7.3	11.5
Puerto Rico	8,247	8,298	.6	9,619	15.9	16.6
TOTAL: National	915,131	918,388	0.3	916,347	0.2	0.1
States & D.C. as % of Nat. Total	1.9	2.0		2.2		

Table 7

Data on Total Earned Degrees Conferred from Institutions of Higher Education by Hispanic Ethnicity

1975-1976, 1976-1977, 1978-1979

Masters

Sources: NCES/OCR, Data on Earned Degrees, 1975, 1976, 1978.

State	1975-1976	1976-1977	Percent Change 1975-76 1976-77	1978-1979	Percent Change 1976-77 1978-79	Percent Change 1975-76 1978-79
California	1,101	1,037	-5.8	984	-5.1	-10.6
Texas	997	1,257	26.1	1,191	-5.3	19.5
New York	929	1,232	32.6	857	-30.4	-7.8
Florida	286	318	11.2	368	15.7	28.7
Illinois	203	184	-9.4	247	34.2	21.7
New Jersey	137	139	1.5	118	-15.1	-13.9
New Mexico	271	364	34.3	343	-5.8	26.6
Arizona	82	140	70.7	152	8.6	85.4
Colorado	150	178	18.7	122	-31.5	-18.7
Michigan	141	161	14.2	173	7.5	22.7
Pennsylvania	186	126	-32.3	60	-52.4	-67.7
Massachusetts	198	139	-29.8	137	-1.4	-30.8
Connecticut	42	47	11.9	49	4.3	15.7
Washington	36	42	16.7	37	-11.9	2.8
Ohio	115	92	-20.0	77	-16.3	-33.0
Louisiana	20	55	175.0	71	29.1	255.0
Indiana	34	65	91.2	63	-3.1	85.3
Virginia	17	27	58.8	29	7.4	70.6
Hawaii	N.A.	15	N.A.	21	40.0	N.A.
Oregon	14	11	-21.4	17	54.5	21.4
Maryland	21	34	61.9	30	-11.8	42.9
Kansas	28	39	39.3	21	-46.1	-25.0
Wisconsin	36	26	-27.8	45	73.1	25.0
Georgia	17	20	17.6	17	-15.0	N.C.
Utah	14	22	57.1	25	13.6	78.6

(cont.)

Table 7 - continued

State	1975-1976	1976-1977	Percent Change 1975-76 1976-77	1978-1979	Percent Change 1976-77 1978-79	Percent Change 1975-76 1978-79
Oklahoma	13	8	-38.5	15	87.5	15.4
No. Carolina	15	25	66.7	13	-48.0	-13.3
Nevada	6	5	-16.7	14	180.0	133.3
Missouri	15	25	66.7	36	44.0	140.0
So. Dakota	3	0	-100.0	0	N.C.	-100.0
Idaho	4	5	25.0	3	-40.0	-25.0
Tennessee	11	20	81.8	18	-10.0	63.6
Alabama	8	9	12.5	13	44.4	62.5
So. Carolina	8	5	-37.5	10	100.0	25.0
Minnesota	7	16	128.6	11	-31.3	57.1
Nebraska	13	12	-7.7	18	50.0	38.5
Kentucky	6	7	16.7	10	-42.9	66.7
Iowa	12	13	8.3	8	-38.5	-33.3
Mississippi	3	2	-33.3	2	N.C.	-33.3
Wyoming	1	2	300.0	4	100.0	300.0
Rhode Island	7	10	42.9	13	30.0	85.7
Arkansas	4	7	75.0	11	57.1	175.0
D.C.	61	105	72.1	67	36.2	9.8
W. Virginia	2	2	N.C.	3	50.0	50.0
Montana	2	1	50.0	0	-100.0	-100.0
Delaware	4	3	25.0	3	N.C.	-25.0
Alaska	0	4	Inf.	3	-25.0	Inf.
N. Hampshire	0	2	Inf.	3	50.0	Inf.
Maine	0	0	0	4	Inf.	Inf.
No. Dakota	4	1	-75.0	4	300.0	N.C.
Vermont	15	10	-33.3	4	-60.0	-73.3
TOTAL: States & D.C.	5,299	6,069	14.5	5,544	-8.7	4.6
Puerto Rico	1,057	1,000	-5.4	915	-8.5	-13.4
TOTAL: National	309,263	315,660	2.1	299,887	-4.9	-3.0
States & D.C. as % of National Total	1.7	1.9		1.8		

degrees increased 4.6%, from 5,299 in 1975-76 to 5,544 in 1978-79. However, the latter figure represents an 8.7% decrease from 6,069 masters degrees earned by Hispanics in 1976-77. Of particular concern is the fact that the numbers of earned masters degrees decreased from 1976-77 to 1978-79 in the three states in the United States with more than 1,000,000 Hispanic residents: California, Texas, and New York. California and New York also showed a decrease from 1975-76 to 1978-79.

Table 8 indicates a similar pattern in earned doctorates. The number of Hispanics earning doctorates increased 10.9%, from 396 in 1975-76 to 439 in 1978-79. However, like the situation for earned masters, the latter figure is 15.9% lower than the 522 earned doctorates by Hispanics in 1976-77. The data on earned masters and doctorates are difficult to interpret in the light of previously presented graduate enrollment. Table 5 indicates that Hispanic graduate enrollment increased 31.7% from 1974 to 1976 and 3.4% from 1976-78. Yet the numbers of doctorate degrees and masters degrees decreased for Hispanics from 1976-77 to 1978-79. The trend in earned graduate degrees for Hispanics does not show the same consistent growth as enrollment data at all levels or as undergraduate earned degrees.

Table 8

Data on Total Earned Degrees Conferred from Institutions of Higher Education by Hispanic Ethnicity 1975-1976, 1976-1977, 1978-1979

Doctors

Sources: NCES/OCR, Data on Earned Degrees, 1975, 1976, 1978.

State	1975-1976	1976-1977	Percent Change 1975-76 1976-77	1978-1979	Percent Change 1976-77 1978-79	Percent Change 1975-76 1978-79
California	56	81	44.6	68	-16.0	21.4
Texas	34	47	38.2	47	N.C.	38.2
New York	40	64	60.0	68	6.3	70.0
Florida	41	35	-14.6	32	-8.6	-22.0
Illinois	9	30	33.3	28	-6.7	211.1
New Jersey	11	13	8.2	10	-23.1	-9.1
New Mexico	16	18	12.5	20	11.1	25.0
Arizona	4	9	125.0	16	77.8	300.0
Colorado	13	46	253.8	9	-80.4	-30.8
Michigan	28	34	21.4	26	-23.5	-7.1
Pennsylvania	33	20	-39.4	10	-50.0	-69.7
Massachusetts	14	14	N.C.	7	-50.0	-50.0
Connecticut	2	4	100.0	5	25.0	150.0
Washington	2	4	100.0	10	150.0	400.0
Ohio	16	14	-12.5	13	-7.2	-18.8
Louisiana	6	4	-33.3	8	100.0	33.3
Indiana	7	15	114.3	6	-60.0	-14.4
Virginia	1	1	N.C.	0	-100.0	-100.0
Hawaii	N.A.	3	N.A.	2	-33.3	N.A.
Oregon	2	8	300.0	6	-25.0	200.0
Maryland	5	1	-80.0	4	300.0	-20.0
Kansas	1	0	-100.0	1	-100.0	N.C.
Wisconsin	4	5	25.0	6	20	50.0
Georgia	4	3	-25.0	3	N.C.	-25.0
Utah	7	1	-85.7	1	N.C.	-85.7

(cont.)

Table 8 - continued

State	1975-1976	1976-1977	Percent Change 1975-76 1976-77	1978-1979	Percent Change 1976-77 1978-79	Percent Change 1975-76 1978-79
Oklahoma	3	5	66.7	2	-60.0	-33.3
No. Carolina	6	7	-16.7	6	-14.3	N.C.
Nevada	0	0	N.A.	1	Inf.	Inf.
Missouri	0	0	N.A.	5	Inf.	Inf.
So. Dakota	0	1	Inf.	0	N.C.	N.C.
Idaho	0	1	N.A.	0	-100.0	N.C.
Tennessee	1	7	700.0	1	-85.7	N.C.
Alabama	0	0	N.A.	0	N.C.	N.C.
So. Carolina	1	2	100.0	1	-50.0	N.C.
Minnesota	8	2	-75.0	2	N.C.	-75.0
Nebraska	5	3	-40.0	4	33.3	-20.0
Kentucky	0	2	Inf.	0	-100.0	N.C.
Iowa	6	2	-66.7	2	N.C.	66.7
Mississippi	2	2	N.C.	1	-50.0	-50.0
Wyoming	0	1	Inf.	2	100.0	Inf.
Rhode Island	0	3	Inf.	0	-100.0	N.C.
Arkansas	0	3	Inf.	1	-66.7	Inf.
D.C.	7	5	-28.6	5	N.C.	-28.6
W. Virginia	0	1	Inf.	0	-100.0	N.C.
Montana	0	0	0	0	N.C.	N.C.
Delaware	0	0	0	0	N.C.	N.C.
Alaska	0	0	0	0	N.C.	N.C.
N. Hampshire	0	0	0	0	N.C.	N.C.
Maine	0	0	0	0	N.C.	N.C.
No. Dakota	0	1	Inf.	0	N.C.	N.C.
Vermont	1	0	-100.0	0	-100.0	-100.0
TOTAL: States & D.C.	396	522	31.8	439	-15.9	10.9
Puerto Rico	11	12	9.1	14	16.7	27.3
TOTAL: National	33,787	33,111	-2.0	32,664	-1.4	-3.3
States & D.C. as % of Nat.Total	1,2	1.6		1.3		

Funding of "Hispanic" Related Proposals by the Fund for the Improvement of Secondary Education (FIPSE) 1973-1980

During the eight years inclusive from 1973 to 1980, FIPSE has increased its total program support approximately 50%, from $9,300,000 in 1973 to $13,500,000 in 1980 (Table 9). During the same period, the number of proposals funded increased over 160%, from 89 in 1973 to 233 in 1980. This reflects a trend to support a greater number of proposals at a lower average rate. For example, the average grant in 1973 was for more than $100,000 ($9,300,000 for 89 proposals), whereas in 1980 the average was less than $60,000 ($13,500,000 for 233 programs). If inflation were taken into account, the average 1980 grant might be equivalent to $30,000 in 1973 dollars.

Funding for "Hispanic" proposals followed the same pattern (Table 10), increasing from $755,717 for eight grants in 1973 to $1,827,759 for 29 grants in 1980. The average Hispanic award was approximately $94,000 in 1973 and $63,000 in 1980. Although there was variation from year to year, the average Hispanic grant of $71,000 for 107 grants was similar to that of $70,000 for the total number of 1301 awards made by FIPSE over the period. Table 10 lists the amounts of the total Hispanic awards. In each year (Table 11) there is a wide range with the smallest single grant being $15,250 in 1977 and the largest $102,055 in 1976. The largest grants over time were received by Boricua ($545,817), Experiential and Bilingual Institute ($602,686), the

Table 9

Patterns of FIPSE Funding Related to Hispanics[1] in Higher Education

1973-1980

Year	FIPSE Federal Appropriation	Total Applicants	Total Proposals Funded	"Hispanic-related" Proposals Funded	"Hispanic-related" Grants	Average Hispanic Grants
1973	9.3M	1400+	89	8	755,717	94,464.63
1974	10 M	2800	128	10	850,575	85,057.50
1975	11.5M	2800	176	7	544,765	77,823.57
1976	11.5M	2000	162	12	750,407	62,533.92
1977	11.5M	2000	158	10	573,133	57,313.30
1978	12 M	1800	175	12	988,274	82,356.17
1979	12 M	1500	180	19	1,408,668	74,140.42
1980	13.5M	1800	233*	29	1,827,759	63,026.17
TOTAL	$91.3M	16,100	1,301*	107	$7,699,298	$71,956.06

Sources: HEW News, 1973, 1974, 1975, 1977, 1978, 1979, 1980.
Lynn de Meester, Collaborations: Combining Career and Liberal Arts Education, FIPSE, 1976.

* Includes other targeted areas such as Department of Labor (DOL).

[1] The accountability of Hispanic-related grants is questionable.

FIPSE Hispanic Awards, 1973-1980, Total Awards

Source: HEW News, 1973-1980

	1980	1979	1978	1977	1976	1975	1974	1973	TOTALS
	140,961	199,600	210,000	98,[illegible]69	110,758	156,067	180,000	196,263	
	120,060	129,486	144,930	96,958	107,855	87,886	172,000	182,534	
	100,372	115,577	100,000	88,000	102,055	82,500	118,599	149,334	
	97,692	88,716	95,000	79,945	84,085	57,312	87,959	51,781	
	89,400	84,924	85,000	67,060	75,892	56,000	52,775	50,000	
	81,075	79,000	70,000	61,633	59,937	55,000	52,735	50,000	
	75,240	70,000	65,018	27,439	58,000	50,000	52,510	48,690	
	75,000	69,650	62,000	26,000	35,987		52,161	27,115	
	73,251	66,300	44,980	19,729	35,350		51,457		
	71,110	65,018	40,000	7,600	34,778		30,379		
	69,132	64,692	37,246		30,460				
	67,214	60,397	34,100		15,250				
	65,018	57,825							
	64,879	50,495							
	63,089	48,380							
	62,192	46,860							
	60,000	46,399							
	58,090	42,582							
	54,136	22,767							
	53,756								
	51,300								
	40,597								
	40,582								
	38,472								
	32,610								
	25,200								
	23,432								
	20,000								
	13,899								
TOTALS	$1,827,759	1,408,668	988,274	573,133	750,407	544,765	850,575	755,717	$7,699,298
AVERAGES	$63,026.17	74,140.40	82,356.17	57,313.30	62,533.92	77,823.57	85,057.50	94,464.63	$71,956.06
MEDIAN	$63,089.00	65,018.00	67,509.00	64,346.50	58,968.50	57,312.00	52,755.00	50,890.00	$70,000.00

Table 11

Institutions Receiving One FIPSE Grant

Rank Ordered by Amount

1973-1980

Source: *HEW News*, 1973-1980

	1973	1974	1975	1976	1977	1978	1979	1980	Total
Citizen Policy, CA				102,055					102,055
Greater New Orleans Tele Foundations, LA						100,000			100,000
Grad. Sch. for Urban Resources & Soc. Pol., CA								97,692	97,692
Brooklyn College, NY						95,000			95,000
*Corrections Clearinghouse WA					79,945				79,945

(cont.)

Universi	4-year	2-year	CBO	Ed.Cons.	Prof/Ed Assn.	St/Loc Ed.Ag.	Other	Total
1976								
			81,083 E.Harlem Bl/Biling					
							$15,250	$750,401 9.7%
$182,095	$58,000	$90,397	$369,887	$34,778				
1977								
98,769 U.of S.Cal ILA 96,958 U.of Mich 27,439 U.of P.R. Rio Piedras 67,060 U.of Cal Irvine	61,633 Holy Name College 7,600 St.Edws. College	19,729 Colegio de la Tierra 26,000 Colegio Cesar Chavez	79,945 Corrections Clearing house,CA 88,000 E.Harlem Block Schools					$573,1 7.4
$290,226	$69,233	$45,729	$167,945					
1978								
	65,018 Boricua 40,000 Colegio Cesar Chavez						100,000 Greater N.Orleans /LA. Ed. Tel.Fnd. WYES	

(cont

	1973	1974	1975	1976	1977	1978	1979	1980	Total
Raza Center for Alt. Ed. CA								75,240	75,240
U.of Wash.								73,251	73,251
*Student Nat. Med. Asso. DC								69,132	69,132
Latino Inst. VA								67,214	67,214
San Diego Com. Col. San Diego, CA							64,692		64,692
CUNY, Lehman College								63,089	63,089
Holy Name Col., CA					61,633				61,633
Hispanic Higher Ed. Coalition, DC								60,000	60,000
So.Okla. City Jr. Col.				59,937					59,937
*Woman, Inc. MA								58,090	58,090
*Woman's Com. Inc., LA							57,825		57,825
Hood Col.,MD								54,136	54,136

(cont.)

	1973	1974	1975	1976	1977	1978	1979	1980	Total
Western Interstate Com. for [illegible], CO								53,756	53,756
U. Systems Asso., TX		52,775							52,775
San Jose City Col., CA	51,781								51,781
U.de Campesinos Libres Inc., CA		51,457							51,457
* U.of Conn.								51,300	51,300
* Harvard, MA							50,495		50,495
N.Hudson Com.Action Corp., NJ	50,000								50,000
San Diego St. Calexico, CA							42,582		42,582
Hudson Co. Com.Col., NY				34,778					34,778
Boston Com.Sch., MA						34,100			34,100
Society for Hispanic Prob.Eng. CA								32,610	32,610
Mex. Am. Cultural Center, TX								20,000	20,000
Ed.Broadcasting co., NY				15,250					15,250

* Questionable Hispanic thrust.

Institutions Receiving More than One First Grant

Rank Ordered by Amount

Source: [illegible]W News, 1973-1980

	1973	1974	1975	1976	1977	1978	1979	1980	Total
Universidad Boricua, DC College, NY	196,263	172,000	82,500			65,018	65,018	65,018	645,817
Ex & Biling. Inst., NY	182,534	180,000	156,067	84,085					602,686
* Clearinghouse Com. Based Free St. Ed. Inst., DC				107,855		210,000	199,600		517,455
E.Harlem, NY Block Nurseries			50,000	75,892	88,000	144,930			358,822
El Paso, TX Com. Col.	149,334	118,599	87,886						355,819
Solidaridad Humana, NY						85,000	115,577	120,060	320,637
Florida Internatl.U.							129,486	140,961	270,447
U.of S.Cal. LA				110,758	98,769			40,582	250,109
MALDEF, CA						70,000	48,380	100,372	218,752
Colegio,Cesar Chavez, OR				58,000	26,000	40,000	66,300	25,200	215,500
U.of Mich.					96,958		84,924		181,882
IDEAS, CO							79,000	89,400	168,400
PR Jr. Col. Rio Piedras							88,716	64,879	153,595

(cont.)

	1973	1974	1975	1976	1977	1978	[illegible]	198	[illegible]
*Council [illegible]or Oppo [illegible] in Gr[illegible]Mgmt Ed. [illegible], MA							70,000	75,000	145,000
Commonwealth Job Dev. Center, PR						68,000		81,075	143,075
Our Lady of the Lake, TX		87,959	55,000						142,959
U.of Calif. at Irvine, Santa,Barbara				35,350	67,060			38,472	140,882
Inter-cultural Resources Dev.Inc. NY							69,650	71,110	140,760
LULAC, DC							60,397	62,192	122,589
U. of PR Rio Piedras	50,000		35,987	27,439					113,426
San Jose Com. Col. Dist., CA		52,161	57,312						109,473
*Central Coast C.Dev., CA		52,510	56,000						108,510
LaGuardia, NY	48,690	52,735							101,425
Polytech Inst., NY						44,980	46,860		91,840
Incarnate Word Col. TX						37,246	22,767	13,899	73,912

(cont.)

	1973	1974	1975	1976	1977	1978	1979	1980	Total
State [illegible] NY Ge[illegible]eo							46,399	23,432	69,831
[illegible] Albuq. NM	27,115	30,379							57,494
Colegio de la Tierra CA				30,460	19,729				50,189
St.Edwards U., TX					7,600			40,597	48,197

* Questionable Hispanic thrust.

Clearinghouse for Community Based Free Standing Educational Institutions ($517,455), and East Harlem Block Nurseries ($358,822) (Table 12).

There appear to be some differences in the types of institutions receiving awards. Table 13 illustrates that 39.3% of the total funding was awarded to community based organizations, followed by 22.4% to 4-year institutions, 13.0% to universities, and 13.1% to 2-year institutions. In a study of a sample of 443 FIPSE grantees from 1973 to 1979, Pelavin (1979) (Table 14) found that 240 or 54% of recipients were universities or 4-year colleges; 12% were to two-year colleges and 9% were to community based organizations. Analysis of HEW News sources reveal that from 1973 to 1980 Hispanic grants consisted of 41% to universities and 4-year colleges and 13% to 2-year colleges. The greatest discrepancy is in grants to community based organizations, which received 30% of Hispanic grants and only 9% of grants reported in the Pelavin study. Although the sources of data are not exactly comparable--the Hispanic data extend for a longer period of time and the Pelavin study includes an unknown number of Hispanic awards--it is clear that community based organizations play a more significant role in Hispanic related projects than in other projects funded by FIPSE. Table 15 illustrates recipients of Hispanic awards each year from 1973 to 1980. The pattern of funding for university and four-year colleges, two-year institutions and university based organizations appear to be relatively consistent over the years (Table 16). Tables 17 and 18 expand

FIPSE Hispanic Awards

Type of Institution Receiving Funds by Year

1973-1980

Source: HEW News, 1973-1980

University	4-year	2-year	CBO	Ed.Cons.	Prof/Ed Assn.	St/Loc Ed.Ag.	Other	Total
				1973				
27,115 U.of Albuq. 50,000 U.of P.R. Rio Piedras	196,263 Boricua	149,334 El Paso CC 48,690 La Guardia 51,781 San Jose CC	182,534 E.Harlem Ex/Biling 50,000 N.Hudson Act Corp.					$755,717 9.8%
$77,115	$196,263	$249,805	$232,534					
				1974				
30,379 U.of Albuq. 87,959 Our Lady of the Lake	172,000 Boricua	118,599 El Paso CC 52,735 La Guardia 51,457 U.of Campesinos Libres, Inc 52,161 San Jose CC	180,000 E.Harlem Ex/Biling 52,510 Central Coast Co. Dev. Corp., Calif.		52,775 Ed.Systems Asso.			$850,575 11.0%
$118,338	$172,000	$274,952	$232,510		$52,775			

(cont.)

University	4-year	2-year	CBO	Ed.Cons.	Prof/Ed Assn.	St/loc Ed.Ag.	Other	Total
			1975					
55,000 Our Lady of the Lake	82,500 Boricua	87,886 El Paso CC 57,312 San Jose CC	56,000 Central Coast Co.Dev. Corp. 50,000 E.Harlem Block Nur. 156,067 E.Harlem Ex/Biling					$544,765 7.1%
$55,000	$82,500	$145,198	$262,067					
			1976					
110,758 U.of Cal LA 35,350 U.of Cal Irvine 35,987 U.of P.R. Rio Piedras	58,000 Colegio Cesar Chavez	30,460 Colegio de la Tierra 59,937 S.Okla. CJR	102,055 Citizens Policy Center, Calif. 107,855 Clearing house for Com. based Free St. Ed.Inst. Alabama 75,892 E.Harlem Block Schools	34,778 Hudson Co. CC, N.J.			15,250 Ed.Broad-casting Corp.	

(cont.)

University	4-year	2-year	CBO	Ed.Cons.	Prof/Ed Assn.	St/Loc Ed.Ag.	Other	Total
1976								
			84,085 E.Harlem Ex/Biling					
$182,095	$58,000	$90,397	$369,887	$34,778			$15,250	$750,407 9.7%
1977								
98,769 U.of S.Cal ILA 96,958 U.of Mich 27,439 U.of P.R. Rio Piedras 67,060 U.of Cal Irvine	61,633 Holy Name College 7,600 St.Edws. College	19,729 Colegio de la Tierra 26,000 Colegio Cesar Chavez	79,945 Corrections Clearinghouse,CA 88,000 E.Harlem Block Schools					
$290,226	$69,233	$45,729	$167,945					$573,133 7.4%
1978								
	65,018 Boricua 40,000 Colegio Cesar Chavez						100,000 Greater N.Orleans /LA. Ed. Tel.Fnd. WYES	

(cont.)

University	4-year	2-year	CBO	Ed.Cons.	Prof/Ed Assn.	St/Loc Ed.Ag.	Other	Total
				1978				
	95,000 CUNY Bklyn College		210,000 Clearing house for Com. based Free St. Ed. IDC				34,100 Boston Com. Schs.	
	37,246 Incarnate Word College		62,000 Commonwealth Job Dev. Center/ P.R.					
	44,980 Polytech Inst, NY		144,930 E.Harlem Block Nurs.				70,000 MALDEF	
			85,000 Solidaridad Humana					
	$282,244		$501,930				$204,100	$988,274 12.8%
				1979				
50,495 Harvard	65,018 Boricua 66,300 Colegio Cesar Chavez		199,600 Clearinghouse for Com. based Free St. Ed. IDC				70,000 Council for Oppor.	

(cont.)

University	4-year	2-year	CBO	Ed.Cons.	Prof/Ed Assn.	St/Loc Ed.Ag.	Other	Total
				1979				
84,[illegible] U[illegible] Mich.	129,486 Fl.International 22,767 Incarnate Word 64,692 San Diego State U. 46,399 SUNY/NY 46,860 Polytech Inst, NY	88,716 P.R. Jr. College 42,582 San Diego Com.Col.	79,000 IDEAS, Colo. 69,650 International Resource Dev. Co. (HACER) 60,397 LULAC 115,577 Solidaridad Humana				48,380 MALDEF *57,825 Womens Com., CA	
$135,419	$441,522	$131,298	$524,224				$176,205	$1,408,668 18.3%
				1980				
40,582 U.of Cal LA	65,018 Boricua 25,200 Colegio Cesar Chavez		81,075 Commonwealth Job Dev. Center	60,000 Hispanic Higher Ed. Coalition	32,610 Society of Hisp. Prof.Eng.		75,000 Council for Op. in Grad. Mgt.Ed.	

(cont.)

iversity	4-year	2-year	CBO	Ed.Cons.	Assn.	Ed.Ag.	Other	Total
				1980				
38,4[illegible] U.of Cal .Barb.	140,961 Fl.Int. U.		89,400 IDEAS, Colo. 97,692 Grad.Sch. Urban Res. & Social Policy		*69,132 Student Nat'l Med. Asso.DC			
51,300 U.of Conn.	54,136 Hood College	64,879 P.R. Jr. College	71,110 Intercultural Res.Dev. (HACER) N.Y.					
73,251 U.of Wash.	13,899 Incarnate Word 63,089 CUNY/ Lehman College 40,597 St.Edw's U. 23,432 SUNY/ Geneseo		62,192 LULAC 67,214 Latino Inst 20,000 Mex.Am. Cult. Center 75,240 Raza Cent. Alt.Ed. Colo. 120,060 Solidaridad Humana				100,372 MALDEF	

(cont.)

University	4-year	2-year	CBO	Ed.Cons.	Prof/Ed Assn.	St/Loc Ed.Ag.	Other	Total
				1980				
			53,756 Western Inter-State Com. For Higher Ed. Co. (IDEAS)				58,090 Women, Inc.	
$203,605	$426,332	$64,879	$737,739	$60,000	$101,742		$233,462	$1,827,759 23.7%
TOTALS $1,011,798	$1,728,094	$1,002,258	$3,028,836	$94,778	$154,517		$629,017	$7,699,298
% OF TOTAL 13.1%	22.4%	13.0%	39.3%	1.2%	2.0%		8.2%	

FIPSE Hispanic Awards 1973 - 1980

by State and Puerto Rico

Rank ordered by amount of grant.

State	1973	1974	1975	1976	1977	1978	1979	1980	TOTAL	% of TOTAL
NY	182,534 48,690	180,000 52,735	156,067 50,000	84,085 75,892 15,250	88,000	65,018 4,980 85,000 95,000 144,930	69,650 46,860 115,577 46,399 65,018	65,018 63,089 71,110 23,432 120,060	$2,054,394	26.7
	231,224 30.6%	232,735 27.4%	206,067 37.8%	175,227 23.4%	88,000 15.4%	434,928 44.0%	343,504 24.4%	342,709 18.8%		
CA	51,781	52,161 52,510 51,457	56,000 57,312	30,460 110,758 102,055 35,350	19,729 98,769 61,633 67,060	70,000	64,692 57,825 48,380 42,582	38,472 32,610 40,582 97,692 75,240 100,372	$1,515,482	19.7
	51,781 6.8	156,128 18.4	113,312 20.8	278,623 37.1	247,191 43.1	70,000 7.1	213,479 15.2	384,968 21.1		
DC	196,263	172,000	82,500			210,000	199,600 60,397	60,000 62,192 69,132	$1,112,084	14.4
	196,263 26.0	172,000 20.2	82,500 15.1			210,000 21.5	259,997 18.5	191,324 10,7		
TX	149,334	118,599 87,959 52,775	87,886 55,000		7,600	37,246	22,767	40,597 13,899 20,000	$393,662	9.0
	149,334 19.8	259,333 30.4	142,886 26.2		7,600 1.3	37,246 3.8	22,767 1.6	74,496 4.1		

(cont.)

State	1973	1974	1975	1976	1977	1978	1979	1980	TOTAL	% of TOTAL
[illegible]	50,000			35,987	27,439	62,000	88,716	81,075 64,879	$410,096	5.3
	50,000 6.6			35,987 4.9	27,439 4.8	62,000 6.3	88,716 6.3	145,954 8.0		
MA						34,100	70,000 50,495	58,090 75,000	$287,685	3.7
						34,100 3.5	120,495 8.6	133,090 7.3		
FL							129,486 9.2	140,961 7.7	$270,447	3.5
CO							79,000	53,756 89,400	$222,156	2.9
							79,000 5.6	143,156 7.8		
OR				58,000 7.7	26,000 0.5	40,000 4.1	66,300 4.7	25,200 1.4	$215,500	2.8
MI					96,958 16.9		84,924 6.0		$181,882	2.3
WA					79,945 14.0			73,251 4.0	$153,196	2.0
AL				107,855 14.4					$107,855	1.4
LA						100,000 10.1			$100,000	1.3

(cont.)

State	73	1974	1975	1976	1977	1978	1979	1980	TOTAL	% of TOTAL
NJ	50,000 6.6			34,778 4.6					84,778	1.1
A								67,214 3.7	67,214	0.9
OK				59,937 7.9					59,937	0.7
NM	27,115 3.6	30,379 3.6							57,494	0.7
MD								54,136 3.0	54,136	0.7
CT								51,300 2.8	51,300	0.7
TOTAL	755,717 100.0	850,575 100.0	544,765 99.9	750,407 100.0	573,133 96.0	988,274 100.4	1,408,668 100.1	1,827,759 100.4	$7,699,298	

Note: Three of the largest Hispanic states--Arizona, Pennsylvania and Illinois--have received no Hispanic grants.

on the material presented in Tables 15 and 16, and list the recipients in each category for each year from 1973 to 1980.

Table 18 presents the awards by state and year from 1973 to 1980: New York, with 25 grants for approximately $1,500,000 or 26.7% of the total; the District of Columbia received $1,100,000 for nine grants, a larger average than any state--followed by Texas with 12 grants and less than $700,000 and Puerto Rico with 7 grants and a little more than $400,000. Arizona, Illinois and Pennsylvania, all among the states with more than 150,000 Hispanics enumerated in the 1980 census have received no FIPSE grants.

Minority Institutions Science Improvement Programs

Funding for Hispanic Programs

1975-1980

During the six year period from 1975 to 1980 inclusive, 27 of 213, or approximately 13% of the proposals funded by MISIP have been related to the training of Hispanics in science (Table 19). In terms of the amount of funding, the Hispanic programs have received $6,167,666 of $26,754,314 awarded, or 23% of the total. The Hispanic awards (23 for $6,167,666) have averaged more than $225,000 compared to an average of approximately $125,000 for MISIP grants in general.

Over time, there is no clear pattern or trend for Hispanic grants (Table 20). The largest number of awards (10) were granted in 1977 but in 1980, with only six awards, the largest total funding $1,433,260 was awarded. 1979 was the low point both in the number (3) and amount ($516,299) of awards.

As may be seen in Table 21 and Table 22, the grants have been awarded across 25 different institutions but tend to be restricted in geographic distribution. Puerto Rico has accounted for a majority of the grants for the entire period, receiving more than the rest of the United States combined. Texas and New York follow, with five grants each over the six year period, New Mexico with grants in 1978 and 1980, and California with one grant in 1977 are the only states to receive any funding.

Table 15

Patterns of MISIP Funding Related to Hispanics in Science in Higher Education

1975 - 1980

Year	Awarded	Total Proposals Funded	Hispanic Proposals Funded	Hispanic Awards	
				Amount	% of yearly Total
1975	4,489,200	21	5	1,283,800	29
1976	4,417,715	23	5	936,009	21
1977	5,129,904	34	10	1,336,600	26
1978	4,461,224	24	4	661,700	15
1979	4,239,238	23	3	516,297	12
1980	4,017,033	19	6	1,433,260	37
TOTAL	26,754,314	213	27	6,167,666	23

Source: Minority Institutions Science Improvement Program: A Brief History 1972-1980, Sept. 1980.

Table 16

MISIP Hispanic Awards 1975 - 1980

Total Amounts

1980	1979	1978	1977	1976	1975
269,252	261,571	250,000	241,500	251,513	350,000
268,800	139,474	175,882	150,700	247,091	313,300
265,104	115,252	125,000	138,600	229,605	230,000
259,200		110,818	129,300	104,530	227,500
236,635			127,600	103,270	163,000
134,269			122,700		
			121,000		
			120,400		
			117,600		
			67,200		
1,433,260	516,297	661,700	1,336,600	936,009	1,283,800

Source: Minority Institutions Science Improvement Program: A Brief History 1972-1980, Sept. 1980.

Table 17

MISIP Hispanic Awards by Institutions

1975-1980

Sourc MISIP: A Brief History 1972-1980

Institution	1975	1976	1977	1978	1979	1980
Bayamon, P.R.			117,600			
Bronx Community College			241,500			
Catholic U. of P.R.			122,700			
College of Sacred Heart, P.R.		104,530				
East LA College			138,600			
El Paso Community College	230,000					
Hostos Community College		103,270				269,252
Humacao, P.R.			127,600			268,800
Inter American U. of P.R. San German	313,300			110,818		
Inter American U. of P.R. San Juan			129,300	125,000		
Inter American U. of P.R. Guayana					115,252	
La Guardia			150,700			265,104
New Mexico Highlands				175,882		
Northern New Mexico Col.						259,200
Our Lady of the Lake	163,000				261,571	
Pan American		247,091				
P.R. Junior College			67,200			236,635
Turabo U. Col., P.R.			121,000			
U.of P.R, Mayaguez	350,000	229,605				
U.of P.R. Cayey			120,400			
U.of P.R. Rio Piedras	227,500	251,513				
U.of Sacred Heart, P.R.				250,000		
World U., P.R.					139,474	134,269
TOTAL	1,283,800	936,009	1,336,600	661,700	516,297	1,433,260

Table 18

MISIP Hispanic Awards 1975-1980
by State and Puerto Rico

State	1975	1976	1977	1978	1979	1980	Total	% of Hispanic Total
Puerto Rico	313,300 350,000 227,500	104,530 229,605 251,513	117,600 122,700 127,600 129,300 67,200 121,000 120,400	110,818 125,000 250,000	115,252 261,571 139,474	268,800 134,269		
P.R. Sub-Totals	890,800	585,648	805,800	485,818	516,297	403,069	3,687,432	60.0
Texas	230,000 163,000	247,091				269,252 236,635	1,145,978	18.9
New York		103,270	150,700 241,500			265,104	760,574	12.3
New Mexico				175,882		259,200	435,082	7.0
California			138,600				138,600	2.2
TOTALS	1,283,800	936,009	1,336,600	661,700	516,297	1,433,260	6,167,666	

Source: Minority Institutions Science Improvement Program: A Brief History 1972-1980 September 1980.

APPENDIX A

APPENDIX A.

Description of Hispanic-Related Grants Awarded by FIPSE

Source: HEW News, 1973-1980

Boston Community School
Boston, Massachusetts
1978 $34,100

Delivers adult education to the Hispanic community via educational T.V., sponsored workshops, and referral to other agencies.

Central Coast Counties Development Corporation
Aptos, California
1974 $52,510
1975 $56,000

Integrates practical experience and academic work in a program designed to develop required skills for the emerging field of rural community development.

Citizens Policy Center
Santa Barbara, California
1976 $102,055

Provides career counseling for young people engaged in pilot apprenticeship programs in four California counties. The programs are designed not simply as jobs, but as career exploration experiences which may lead to further work in the same field or additional formal education.

CUNY - Brooklyn College
Bronx, New York
1978 $95,000

Expands a clearinghouse which disseminates information and provides technical assistance to teachers, counselors, and administrators dealing with the problems of under-prepared students.

CUNY - Lehman College
Bronx, New York
1980 $63,089

Teaches Spanish-speaking students college level English through the Dartmouth method of Intensive Language Instruction as well as through intensive work in writing in Spanish and English. The project will attempt to curb attrition and "mainstream" non-native speakers of English.

Clearinghouse for Community Based Free-Standing Postsecondary Institutions
Epes, Alabama
1976 $107,855

Provides shared information, dissemination, technical assistance, planning and evaluation services to community-based, free standing institutions. The program enhances the capacity of participating institutions to serve their non-traditional clientele.

Clearinghouse for Community Based Free Standing Educational Institutions
Washington, D.C.
1978 $210,000
Same as 1976, above.
1979 $199,600
Addresses several major problems of community-based educational institutions: institutional development, financial stability, accreditation, and dissemination of good practice.

Colegio Cesar Chavez
Mt. Angel, Oregon
1976 $58,000
Implements and expands a concept of community-based, family-modeled education. Emphasis is on the development of a peer counseling system.
1977 $26,000
Creates learning-counseling teams which approximate a family atmosphere and is thus more supportive of learning. The teams include core faculty, adjunct faculty and student peers. The project also includes associated field placements.
1978 $40,000
Same as 1977 above. Evaluation of this process will provide valuable information for other Chicano student programs.
1979 $66,300
Implements a transitional educational program for adult Chicanos helping them matriculate into a B.A. degree program. It utilizes an alternative credentialing process, peer group support, and a core curriculum designed specifically for Chicanos.
1980 $25,200
Continues to implement a transitional educational program for adult Chicanos, as in 1979 above.

Colegio de la Tierra
Del Rey, California
1976 $30,460
Creates a bilingual literacy program for farmworkers, using an emphasis on immediate experience and on community interaction. The work of the Brasilian educator Paulo Friere influences the program.
Goshen, California
1977 $19,729
Same as 1976, above.

Commonwealth Job Development Center
Hato Rey, Puerto Rico
1978 $62,000
Establishes adult education for Puerto Ricans living in housing projects, through the use of community educational resources, unteers, professionals, and learning facilitators.
$81,075
ntinues 1978 program, above.

Corrections Clearinghouse
Olympia, Washington
1977 $79,945

Enhances a career awareness program for eighty inmates by offering a variety of opportunities to minority and women offenders in correctional facilities and court diversionary referral programs The program serves as an information, referral and counseling agency for both occupational and educational training, working closely with related agencies.

Council for Opportunity in Graduate Management Education, Inc.
Cambridge, Massachusetts
1980 $70,000

Focuses on the under representation of minorities in graduate schools of management. The project establishes COGME as a resource for students, undergraduate administrators, and other graduate schools in addressing the problem of minimal minority representation in graduate management education.

1980 $75,000

Continues to focus on the under representation of minorities in graduate schools of management, as in 1979 above.

East Harlem Block Nurseries, Inc.
New York, New York
1975 $50,000

Develops a program of in-service training for para-professionals who work in community supported schools. Training relates to subject matter competencies and skills that are unique to the community being served.

1976 $75,892

Same as 1975, above.

1977 $88,000

Solidifies BA/MA program, secures permanent funding, challenges funding barriers for community groups, and disseminates program results.

East Harlem Block Schools
New York, New York
1978 $144,930

Disseminates a program of technical assistance to other community education centers which train paraprofessionals. The competency-based program for staff and parents leads to a B.A. degree offered in conjunction with a local college.

Educational Broadcasting Corporation (WNET)
New York, New York
1976 $15,250

Develops in cooperation with the Tri-State College Consortium (17 two- and four-year institutions in New York, New Jersey and Connecticut), the capacity to deliver educational programming to unserved adults in supportive settings such as community centers, labor unions and businesses.

Educational Systems Associates

Austin, Texas
1974 $52,775

El Paso Community College

El Paso, Texas
1973 $149,334

For the development of faculty competencies in multi-cultural education and individualized instruction.

1974 $118,599
1975 $87,886

Provides Spanish-speaking students with curricular materials and instructional approaches stressing lilingual and bi-cultural activities. These approaches are also geared to the individual student's unique educational needs and goals.

Experimental and Bilingual Institute

New York, New York
1973 $182,534

For support of a community-based college feeder program serving Spanish-speaking adults and other learners.

1974 $180,000
1975 $156,067

Provides bilingual education in a community-based institution for disadvantaged urban Spanish-speaking adult learners. Credit from established four-year institutions is available to students at the Institute.

1976 $84,085

Renews and redefines the articulation agreements and relationships between EBI and those colleges and universities which its adult students attend after successful work in this community-based institution.

Florida International University

Miami, Florida
1979 $129,486

Works with agencies and educational institutions to help them respond to migrant educational needs and interests. The project uses a community organizing approach to raising consciousness about educational opportunity among rural migrant workers.

1980 $140,961

Continues to work as in 1979, above.

Graduate School for Urban Resources and Social Policy

San Diego, California
1980 $97,692

Trains minority researchers by placing them in community organizations. The project aims to further local community development activities by helping administrators of community-based organizations evaluate and improve their services.

Greater New Orleans Educational Television Foundation (WYES)
New Orleans, Louisiana
1978 $100,000

Provides educational and career counseling through a monthly, live, 60-minute television program aimed at women learners. Spanish-speaking viewers can hear a simultaneous translation of the program on the radio.

Harvard University
Cambridge, Massachusetts
1979 $50,495

Addresses the problem of under-representation of Blacks, Puerto Ricans, Chicanos, and Native Americans in graduate programs leading to a Ph.D. Project refines, expands, and sponsors a series of innovative and successful 2-day information workshops on graduate study in the arts, sciences, and engineering for minority students and counselors of minority students.

Hispanic Higher Education Coalition
Washington, D.C.
1980 $60,000

Expands efforts to improve educational opportunities for Hispanics. Activities include providing technical assistance, disseminating critical funding information, facilitating transfers between two-year and four-year institutions and establishing a resume bank.

Holy Name College
Oakland, California
1977 $61,633

Adapts the philosophy and pedagogy of Paulo Freire to the educational needs of urban older adults at two walk-in health clinics in Oakland and Berkeley. The project trains some older adults as peer teachers to enable them to assist others in the community in subjects such as physical and mental health, nutrition, financial management (personal), culture, and oral history.

Hood College
Frederick, Maryland
1980 $54,136

Establishes a program to recruit Hispanic women. The project also implements an academic program and support system for these women and begins a process of institutional "biculturalization."

Hudson County Community College
Jersey City, New Jersey
1976 $34,778

Develops a Middle College, a cooperative effort between the Hudson Area Vocational-Technical Schools and the community college. The Middle College combines the last two years of high school with the first two years of college and acts as a single coordinating agency to improve cooperation with business, industry, manpower training programs, and other community and educational organizations.

Incarnate Word College
San Antonio, Texas
1978 $37,246
1979 $22,767
1980 $13,899

Establishes an outreach program to serve older, single and bilingual women in San Antonio. The project will assist them in making transitions into postsecondary institutions through skills analysis remdiation and counseling in a milieu familiar and supportive of the women.

Intercultural Resources Development, Inc.
Hispanic American Career Education Resources, Inc.
New York, New York
1979 $69,650
1980 $71,110

Establishes and continues an Hispanic Women's Learning Resource Center, which serves the educational and career needs of Hispanic women in New York City. All services are designed with the adult Hispanic women's needs and style in mind and include two campus learning sites for 275 students and widely offered financial counseling and self growth sessions.

Institutionsl Development and Economic Affairs Service (IDEAS)
Nederland, Colorado
1979 $79,000
1980 $89,400

Adapts the successful Foxfire Learning process involving migrant youth in a postsecondary learning experience. Youth enroll in area community colleges and participate in a curriculum design that includes writing and publishing a series of community and career awareness profiles.

Latino Institute Research Division
Reston, Virginia
1980 $67,214

Establishes an Information and Reference Center for "Educacion Liberadora" in order to develop a national network of projects based on the approaches of Paolo Freire. Relevant project information will be compiled and indexed, and educational materials will be published.

LaGuardia,
New York, New York
1973 $48,690
1974 $52,735

To establish a middle college encompassing students from the 10th to 14th year. This approach seeks to eliminate duplication between college and high school programs, and to allow for earlier entry into college level career programs.

LULAC National Educational Service Center, Inc.
Washington, D.C.
1979 $60,397
1980 $62,192

Conducts research and evaluation activities designed to explore the relationship between counseling and financial aid services and the persistance of Hispanic students in college.

Mexican American Cultural Center
San Antonio, Texas
1980 $20,000

Educates young Mexican-American community leaders in basic administration and community organizing. The program will encourage instructive local change.

Mexican American Legal Defense and Education Fund (MALDEF)
San Francisco, California
1978 $70,000
1979 $48,380

Develops alternative models of admissions criteria for use in public and private law schools in California. The project will collect data on current admissions procedures and test other methods with a view to increasing the number of minorities enrolled in law school.

1980 $100,372

Creates an institute to increase access to the legal profession for minority individuals. The project completes a study and develops models for admissions criteria, recruitment, retention and bar passage.

North Hudson Community Action Corporation
Union City, New Jersey
$1973 $50,000

To establish a pilot learning center offering a variety of educational services (particularly to the Spanish-speaking), in conjunction with the Hudson Consortium Colleges.

Our Lady of the Lake
San Antonio, Texas
1974 $87,959
1975 $55,000

Specifies levels of knowledge and performance to be met by all freshmen and sophomores. The project is also revising administrative procedures to permit individualization of instruction.

Polytechnic Institute of New York
Brooklyn, New York
1978 $44,980
1979 $46,860

Increases the participation of minority women in management and management related fields through a collaborative AAS/BS/MS program involving graduates of N.Y. City Community College.

Puerto Rico Junior College
Rio Piedras
1979 $88,716
1980 $64,879

Establishes study centers throughout the island so that students enrolled in courses carried on cable TV can take examinations, receive tutorial and remedial assistance, attend workshops and orientations, and interact with other students on an informal basis.

Raza Center for Alternative Education
Los Angeles, California
1980 $75,240

Creates a labor school using a bilingual/bicultural approach to provide progressive education for East Los Angeles workers.

St. Edward's University
Austin, Texas
1977 $7,600

Provides support services, such as peer counseling, financial aid and academic "refresher" courses, to migrant students. The University belongs to the College Assistant Migrant Program, which gives migrant workers "the opportunity to obtain postsecondary educational experiences and credentials that can enable them to leave the migrant track."

1980 $40,597

Continues to implement a listening-skills training program for underprepared freshmen. The program also tests the effect of improved listening on other language skills.

San Diego Community College
San Diego, California
1979 $64,692

Teaches non-English speaking adults to read, write, speak, and understand English by means of a phonics model coupled with peer instruction. Materials such as a 2000 word dictionary are prepared by native speakers of the eight most common languages found in Southern California and by the project personnel.

San Diego State University - Imperial Valley Campus
Calexico, California
1979 $42,582

Continues to establish an Institute for Small Business Management on the California/Mexican border to focus on the needs of small businessmen. It develops a degree program for students entering the field.

San Jose City College
San Jose, California
1973 $51,781

For a program of services designed to facilitate the re-entry of minority women into postsecondary education.

San Jose Community College District
San Jose, California
1974 $52,161

Prepares inner-city women (many of whom are Spanish speaking) to re-enter public community colleges through skill development and counseling. Students pursue regular academic programs in a mutually re-inforcing group.

5 $57,312

Establishes a Women's Re-Entry to Education Program, which provides counseling and instruction to inner-city and minority women enrolled in regular credit programs.

Society of Hispanic Professional Engineers

Los Angeles, California
1980 $32,610

Pursues multiple strategies aimed at increasing the number of Hispanic students pursuing engineering studies. Expands on past efforts of organizing student chapters by providing peer support and tutoring, and developing a directory of Mexican-American engineers.

Solidaridad Humana

New York, New York
1978 $85,000
1979 $115,577
1980 $120,060

Establishes itself as a comprehensive educational institution providing independent study, contract learning, vocational education, and an effective path to postsecondary education for Hispanics.

South Oklahoma City Junior College

Oklahoma City, Oklahoma
1976 $59,937

Cooperates with the County Library System to provide more effective delivery of educational services to an inner-city area with a high concentration of Mexican-Americans and Native Americans. A new center located in a library facility increases the coordination among adult basic education, CETA training programs, career and educational counseling, community college programs and cultural programs.

State University of New York - Geneseo Migrant Center

Geneseo, New York
1979 $46,399
1980 $23,432

Extends educational opportunities to interstate migrant youth. Validates and refines the earlier program in an attempt to move toward a national model.

Student National Medical Association, Inc.

Washington, D.C.
1980 $69,132

Establishes a tutorial program to improve the performance of Black and Hispanic students on the New Medical College Admissions Test. Activities also include identifying minority pre-med students and preparing a diagnostic test.

University of Albuquerque

Albuquerque, New Mexico
1973 $27,115
1974 $30,379

To implement a bachelor's degree program for minority adults on the basis of levels of competency rather than accumulated credits.

Universidad Boricua
Washington, D. C.
1973 $196,263

For the planning and pilot development of an educational approach and curriculum for Puerto Ricans seeking careers in teaching and related fields.

1974 $172,000

Designs and implements educational program targeted for the Spanish-speaking community in New York City. The bilingual curriculum emphasizes standards of success based on job and classroom performance and utilizating student input in the determination of standards.

1975 $82,500

Provides support for this community based educational institution serving urban Spanish-speaking students.

Boricua College
New York, New York
1978 $65,018

Extends a pilot internship by developing paid internships for Hispanic students. Articulates the internship and formal curricula.

1979 $65,018

Develops field internships for Puerto Rican students which combine practical and theoretical learning and provide financial resources for low income students to attend college.

1980 $65,018

Continues to develop program above.

University of California - Santa Barbara
Santa Barbara, California
1980 $38,472

Creates a program to support recruitment and retention of adult Chicanos. The project includes a conference, a summer orientation program, child care, and other support.

University of California - Irvine
Irvine, California
1976 $35,350
1977 $67,060

Assesses the information needs of prospective low-income and minority students in a cooperative project with the eight other University of California campuses. The project is developing a model system-wide prospective for these learners.

Universidad de Campesinos Libres, Inc.
Fresno, California
1974 $51,457

Provides higher education opportunities to the San Joaquin Valley farmworkers community. This project utilizes input from the experiences of students in the development of academic programs as well as a bilingual approach to the study of agronomy and elementary education.

University of Connecticut
Storrs, Connecticut
1980 $51,300

Expands a program which identifies, motivates, and educates disadvantaged high school and pre-freshman students interested in pursuing careers in the allied health professions.

University of Michigan
Ann Arbor, Michigan
1977 $96,958

Establishes the National Chicano Scholars Network to offer training and support programs for Chicano graduate students and early-career faculty in the social sciences. The project seeks to increase Chicano presence in the academic and scholarly mainstream.

1979 $84,924

Continue program above.

University of Puerto Rico
Rio Piedras, Puerto Rico
1973 $50,000

To develop plans for the implementation of a system of credential validation through the cooperative efforts of the Caguas Sub-Regional Hospital and the University of Puerto Rico.

1976 $35,987
1977 $27,439

Individualizes the freshman chemistry program through a bilingual, Personalized System of Instruction (PSI) format, in order to reduce attrition and increase effectiveness in an essential sequence of courses. A workshop on the design and implementation of the PSI approval will be offered to other departments and to representatives from other campuses.

University of Southern California
Los Angeles, California
1976 $110,758
1977 $98,769

Extends to the health and Spanish departments an innovative program which engages undergraduate students in community service projects that are related to their disciplines and credited by the University.

University of Southern California Chicano Studies Research Center
Los Angeles, California
1980 $40,582

Develops and publishes material related to Chicano Studies. The project will disseminate a reader series on Chicano history, literature, education, and political science.

University of Washington
Seattle, Washington
1980 $73,251

Develops a training program for community outreach workers at health facilities serving Spanish-speaking migrant farmworkers. Students earn 70 credits toward the Associate degree.

Western Interstate Commission for Higher Education
Boulder, Colorado
1980 $53,756

Circulates the names of minority students for recruitment into graduate schools under the aegis of WICHE. The project will expand membership of the Western Name Exchange, improve recruiting techniques, evaluate services, and increase information dissemination to students.

Women's Community, Inc.
Los Angeles, California
1979 $57,825

Establishes a Feminist Graphics Workshop at the Women's Building, a women's art school in Los Angeles. Teaches third-world and career-transition women along with others to learn a new skill and make womens' voices public by producing multiple copies of their art.

Women, Inc.
Dorchester, Massachusetts
1980 $58,090

Implements a self-education and pre-vocational program for minority women focusing on social, economic, and political institutions and their relation to individual identity. The project also strengthens basic analytical and writing skills, and prepares students for a vocational program.

APPENDIX B

Hispanic-Related Grants Awarded by MISIP

Source: Project Summaries, 1975-1980

UNITED STATES

Bronx Community College, CUNY

Bronx, New York
1977 $241,500

In order to improve the quality of its chemistry courses, reduce the attrition in chemistry and increase the numbers of students successfully undertaking careers in chemistry and chemistry related fields, the institution proposes: (1) to develop modules for individualized instruction; (2) to prepare teaching materials using a multimedia format reduced to tape and including computer assisted instruction to supplement classroom activities; and (3) to equip ten stations in an existing learning center to handle this system. Specifically, course revisions will be undertaken using these approaches.

East Los Angeles College

Monterey Park, California
1977 $138,600

To decrease the student attrition in science and mathematics courses, the institution has developed a three-year plan for the establishment of a science study center which will provide science media materials, computer assistance and tutoring in support of the department's regular instructional program. It is expected that the project will result in decreased student attrition in science courses and an increased number of students entering and succeeding in the science programs.

El Paso Community College

El Paso, Texas
1975 $230,000

To assist El Paso Community College in its efforts to: (1) strengthen the faculty in the natural sciences by the addition of four staff; (2) create a Learning Resource Center through the procurement of audio-visual equipment and student carrells; (3) strengthen its laboratory offerings in the sciences through the procurement of essential scientific instructional equipment; and (4) introduce personalized instructional materials in the natural sciences through both the development of modules and procurement of materials appropriate to the needs of its students.

Hostos Community College, CUNY

Bronx, New York
1976 $103,270
1980 $269,252

To establish a science resource center in order to develop alternate modes of instruction involving the use of audio-tutorial materials, programmed instruction, and computer aided instruction.

LaGuardia Community College, CUNY

Long Island City, New York
1977 $150,700
1980 $265,104

To provide a comprehensive program for students interested in pursuing a career in the sciences and to upgrade its science curricula. The project has as its objectives the strengthening of the basic science curriculum by introducing the following strategies: (1) set up two additional courses in services to include "in laboratory" video monitors for improved access and (3) incorporate computer assisted instruction (CAI) into introductory courses in mathematics, biology, chemistry and physics.

New Mexico Highlands University

Las Vegas, New Mexico
1978 $175,882

In order to enhance the programs in these disciplines, the institution proposes a three-year plan which includes: (1) strengthening laboratory programs in chemistry, (2) restructuring of course offerings in biology, (3) improvement of course offerings through the development and use of video- and audio-tapes for each of the disciplines and (4) improving the quality of preparation of students in vertebrate and field biology.

Northern New Mexico Community College

Espanola, New Mexico
1980 $259,200

The proposed project is to strengthen offerings in the basic sciences--biology, chemistry, mathematics and physics--through major curricular changes, new design of laboratory courses and by enlarging the library and audio-visual resources.

Our Lady of the Lake University

San Antonio, Texas
1975 $163,000

The science improvement plan presented by this institution proposes to strengthen its educational procedures and resources so as to make its programs in natural sciences (biology, chemistry, mathematics) and in the social sciences (economics, political science, psychology, sociology) more appealing and accessible to the minority students who constitute 67% of the Colleges' undergraduate enrollment. The science improvement plan is built on a new competency-based undergraduate curriculum, a new Media Learning Center, and an expansion of computer capabilities.

1979 $261,571

The main goal of this project is the establishment of basic computer science courses and computer assisted instruction in the natural and social sciences. Specific instructional packages will be developed for teaching biology, chemistry, mathematics, psychology and economics.

Pan American University

Edinburg, Texas
1976 $247,091

University will conduct a Minority Institutions Science Improvement Project designed to attract minority students to careers in science. This objective will be accomplished through the development of improved courses in biology, chemistry, mathematics and physical science.

1980 $236,635

The project proposed is to develop the social science offerings to a point of comparability with other institutions through the following strategies: (1) development of a social science computational facility, (2) development of social science laboratory facilities, and (3) revision of courses to take advantage of the above improvement.

PUERTO RICO

Bayamon Central University

Bayamon, Puerto Rico
1977 $117,600

In order to increase the number of students choosing majors in science and to decrease the attrition rate of students in science courses, the institution has proposed a two-year plan of science instructional improvement in biology, chemistry, physics and mathematics. The plan includes: (1) development of a general science course to be required of all first year students, (2) strengthening the laboratory components of science courses through laboratory renovation and equipment acquisition, and (3) enhancing science instruction through use of audio-visual materials.

Catholic University of Puerto Rico

1977 $122,700

In order to reduce the attrition rate in general chemistry courses which affects all natural science majors and to enhance the delivery of instruction to its predominantly Spanish-speaking student body, the Chemistry Department proposes to develop a new instructional system for these courses.

Calegio Universitario del Turabo

Caguas, Puerto Rico
1977 $121,000

In order to increase the number of students entering and succeeding in science fields and to better prepare students for careers in science the institution proposes a three year project that focuses on (1) improving mathematics preparation and (2) enriching chemistry laboratory experiences for its students.

College of the Sacred Heart

Santurce, Puerto Rico
1976 $164,530

Accomplishment of a short range goal of making the natural sciences more attractive and responsive to students' needs while simultaneously strengthening the sciences for the accomplishment of a long range goal of training a significant number of persons with scientific and technical skills required by society.

Inter American University of Puerto Rico

San Juan, Puerto Rico
1978 $125,000

The goal of this project is to introduce the use of the computer in the teaching of undergraduate mathematics and science.

Inter American University of Puerto Rico

San German, Puerto Rico
1975 $313,300

Description not available.

Inter American University of Puerto Rico
San Juan and San German, Puerto Rico
1977 $129,300

The institution proposes a program of major curriculum change, including development and or enhancement of the laboratory components in its courses in psychology, anthropology, economics and geography.

Guayama Regional College-Inter American University
San Juan, Puerto Rico
1977 $115,252

To significantly strengthen its resources and expand its natural sciences program by establishing curricula in environmental and industrial chemistry.

Inter American University
San German, Puerto Rico
1978 $110,818

Designed to upgrade the Department of Natural Sciences at the San German Campus of Inter American University of Puerto Rico. The principal activities of this project consist of the renovation of existing facilities, the construction of new laboratories and the purchase of equipment.

Puerto Rico Junior College
Rio Piedras, Puerto Rico
1977 $67,200

In order to meet increasing student demand for and better prepare students to participate in careers in science and reduce the attrition in science courses, the institution established as priorities (1) the improvement of laboratory equipment and facilities in the physical sciences, (2) the improvement of student mathematical skills, (3) the diversification of course offerings, and (4) major modification in biology (including the laboratory) with the introduction of new instructional techniques including individualized instruction.

University of Puerto Rico System
Humacao University College

1979 $127,600

In order to prepare students for emerging careers in science, the institution proposes to strengthen and develop curricular materials, courses and laboratory offerings in chemistry and marine biology.

1980 $268,800

The proposed project focuses on the introduction of the computer into the institution's science curriculum in the form of basic computer science courses and computer-assisted instruction (CAI). Specific project objectives are to: (1) establish an introductory computer science course for all beginning students, (2) introduce CAI in introductory physics, chemistry, mathematics, biology, and social science, (3) make available to students and faculty, computer resources for problem-solving and simulation in science courses and (4) to maintain a core-group of advanced students and professors trained in computer language programming, system programming and computer operation.

University of Puerto Rico
Cayey, Puerto Rico
1977 $120,400

In order to better prepare students for an increasing variety of science careers, the institution has proposed a two-year plan of science instructional improvement. Specifically, the institution proposes to establish and staff a science autotutorial laboratory and to initiate laboratories in Instrumental Analysis and Bio-chemistry.

University of Puerto Rico
Mayaguez, Puerto Rico
1976 $229,605

A science improvement plan designed to address the high attrition rate of students enrolled in science between entry into college and graduation. This high rate is believed to be caused in part by poor study habits and weak science background of students upon entering the University and by inadequate laboratory experiences in science courses offered by the University. The plan is designed to provide improvements in vital basic science courses serving the maximum number of students and which are also required courses in several departments.

1975 $350,000

The grant provides funds to: (1) Improve course offerings in engineering through the development of audio-visual materials and multi media instructional technology; (2) Develop a Learning Resource Center for its students; and (3) Substantially improve the laboratory instructional process through the addition of essential hardware.

University of Puerto Rico
Rio Piedras, Puerto Rico
1975 $227,300

To develop a curriculum leading to a Bachelor of Science degree with a concentration in Environmental Management which will be realized through the interdisciplinary efforts of faculty from the College of Natural Sciences and the College of Social Sciences.

1976 $251,513

A major expansion of the use of the University of Puerto Rico computer system in the instruction of undergraduate students in physical sciences and mathematics.

University of the Sacred Heart
Santurce, Puerto Rico
1978 $250,000

The main goal of this project is the establishment of computer science courses and computer assisted instruction in the undergraduate curriculum.

World University
Hato Rey, Puerto Rico
1979 $139474

In order to improve basic courses in mathematics, physics, chemistry and biology the institution has proposed a science improve-

(World University - continued)

ment plan which involves strengthening present courses and faculty.

1980 $134,269

To strengthen its Behavioral Science Division through the establishment of a Psychology Laboratory Program (PLP) and upgrading of faculty members. The PLP will afford the students with the opportunity to establish a reciprocal relationship between experimental psychology and all other psychology fields.

APPENDIX C

Eligible Minority Institutions for MISIP Awards - 1980

INSTITUTION	PRESIDENT/CHANCELLOR	ADDRESS
CALIFORNIA (4)		
Two Year Institutions (4)		
Academia Quinto Sol	Mr. Francisco Sandoval	Box 4620 Long Beach, California 90804
Colegio de la Tierra	Mr. Marcial Gonzalez	Goshen, California 93227
East Los Angeles College*	Dr. Armando M. Rodriguez	Monterey Park, California 91754
Imperial Valley College*	Dr. Tenel Spencer	Highway 111 & Ira Aten Road Imperial, California 92251
NEW MEXICO (2)		
Four Year Institutions (2)		
New Mexico Highlands University*	Dr. John Aragon	Las Vegas, New Mexico 87701
Western New Mexico University*	Dr. J. H. Snedeker	Silver City, New Mexico 88061
OREGON (1)		
Four Year Institution		
Colegio Cesar Chavez	Mr. Salvado Ramirez	1000 South Main Street Mount Angel, Oregon 97362
TEXAS (13)		
Four Year Institutions (5)		
Laredo State University*	Dr. Billy F. Cowart	West End Washington Street Laredo, Texas 78040
Our Lady of the Lake University	Dr. Gerald P. Burns	411 S. W. 24th Street San Antonio, Texas 78285

From List of Predominantly Minority Institutions by Race/Ethnicity and by State/Type.

Hispanic Earned Bachelors Degrees by Scientific Disciplines and Education: Eleven Largest Hispanic States, Rank Ordered: The States and D.C. and Puerto Rico 1978-1979 Totals and Percentage Changes 1975-1979

Source: NCES Earned Degree Data 1975-1979

	Biosciences		Engineering		Mathematics		Physical Sciences		Psychology		Social Sciences		Education	
	1978-1979 N	% Change '75-79	1978-1979 N	% Change '75-79	1978-1979 N	% Change '75-79	1978-1979 N	% Change '75-79	1978-1979 N	% Change '75-79	1978-1979 N	% Change '75-70	1978-1979 N	% Change '75-79
CA	211	NC	146	23.7	26	-19.0	56	-47.3	322	NC	801	-16.2	257	7.5
TX	301	33.8	196	2.1	61	13.0	45	45.0	223	4.2	518	.7	1,255	2.5
NY	139	73.1	123	43.0	22	-43.5	44	22.2	210	18.6	441	19.8	179	18.3
FL	61	125.9	147	42.7	13	-35.0	76	123.5	101	29.5	183	15.8	218	4.8
IL	49	48.5	38	31.0	12	200.0	10	400.0	28	-66.3	101	-10.6	110	41.0
NJ	27	-4.6	51	104.0	7	36.4	12	9.0	47	-14.5	150	19.0	98	6.5
NM	43	-4.9	67	28.8	10	33.3	10	-54.5	37	-17.8	92	-13.2	293	-28.9
AZ	13	-13.3	26	NC	2	NC	3	50.0	18	125.0	60	-9.0	145	-13.2
CO	24	NC	89	304.5	4	20.0	6	50.0	22	-62.7	91	3.4	103	-20.2
MI	18	12.5	20	81.8	7	75.0	2	100.0	12	-36.8	33	-41.1	28	-26.3
PA	14	-26.3	27	-12.9	5	-78.3	4	-89.7	13	-64.9	38	-37.7	41	-44.6
States & DC: Hisp:	1,109	27.0	1,117	32.8	194	-21.1	339	18.5	1,208	-3.7	2,917	-3.8	3,029	-7.0
P.R.	716	15.3	424	10.1	93	01.0	153	68.1	526	28.0	978	-11.3	1,733	7.0
PR as percentage of States & DC: Hispanic	39.2		27.5		32.4		31.1		30.3		25.0		36.4	

Supplement - Table 3

Hispanic Earned Bachelors Degrees by Scientific Disciplines and Education: Eleven Largest Hispanic States. Total Number Rank Ordered: The States and D.C. and Puerto Rico

Scientific Disciplines																		Education		
Bioscience			Engineering			Mathematics			Physical Sciences			Psychology			Social Sciences					
Rank	State	# Students	Rank	State	# Students	Rank	State	# Students	Rank	State	# Students	Rank	State	# Students	Rank	State	# Students	Rank	State	# Students
1	PR	716	1	PR	424	1	PR	93	1	FL	76	1	CA	322	1	CA	801	1	TX	1255
2	TX	301	2	TX	196	2	TX	61	2	CA	56	2	TX	223	2	PR	526	2	PR	978
3	CA	211	3	FL	147	3	CA	26	3	TX	45	3	NY	210	3	TX	518	3	NM	293
4	NY	139	4	CA	146	4	NY	22	4	NY	44	4	PR	153	4	NY	441	4	CA	257
5	FL	61	5	NY	123	5	NM	10	5	NJ	12	5	FL	101	5	FL	183	5	FL	218
6	IL	49	6	CO	89	6	IL	12	6	IL	10	6	NJ	47	6	NJ	150	6	NY	179
7	NM	43	7	NM	67	7	FL	13	7	NM	10	7	NM	37	7	IL	101	7	AZ	145
8	NJ	27	8	NJ	51	8	MI	7	8	CO	6	8	IL	28	8	NM	92	8	IL	110
9	CO	24	9	IL	38	9	NJ	7	9	PA	4	9	CO	22	9	CO	91	9	CO	103
10	MI	18	10	PA	27	10	PA	5	10	AZ	3	10	AZ	18	10	AZ	60	10	NJ	98
11	PA	14	11	AZ	26	11	CO	4	11	MI	2	11	PA	13	11	PA	38	11	PA	41
12	AZ	13	12	MI	20	12	AZ	2	12			12	MI	12	12	MI	33	12	MI	28

Source: NCES Earned Degree Data, 1975-1979

Supplement - Table 4

ispanic Earned Masters Degrees by Scientific Disciplines and Education: Eleven Largest Hispanic States, Rank Ordered: The States and D.C. and Puerto Rico 1978-1979 Totals and Percentage Changes 1975-1979

Source: NCES Earned Degree Data 1975-1979

	Biosciences		Engineering		Mathematics		Physical Sciences		Psychology		Social Sciences		Education	
	1978-1979 N	% Change '75-79	1978-1979 N	% Change '75-79	1978-1979 N	% Change '75-79	1978-1979 N	% Change '75-79	1978-1979 N	% Change '75-79	1978-1979 N	% Change '75-79	1978-1979 N	% Change '75-79
CA	11	-8.3	32	540.0	7	57.1	5	25.0	53	6.0	43	-44.9	435	-1.8
TX	12	9.0	22	100.0	5	-54.5	12	150.0	25	47.0	34	-8.1	744	25.5
NY	1	Inf.	27	Inf.	3	-66.7	8	-55.6	22	4.8	48	20.0	293	-22.1
FL	4	100.0	14	100.0	2	Inf.	3	NC	7	600.0	8	-69.2	169	2.4
IL	3	-25.0	19	850.0	1	NC	2	NC	9	-65.4	29	93.3	87	13.0
NJ	1	-50.0	6	Inf.	1	-66.7	4	100.0	1	-600.0	4	-20.0	60	25.0
NM	2	NC	13	1,200.0	1	-83.3	3	200.0	5	66.7	8	-42.9	240	25.0
AZ	0	NC	2	-33.3	1	Inf.	1	Inf.	2	200.0	6	200.0	79	54.9
CO	0	NC	0	NC	0	-100.0	1	-50.0	18	-35.7	1	-1,100.0	63	16.7
MI	3	NC	4	300.0	2	-33.3	2	Inf.	9	80.0	13	62.5	44	-24.1
PA	0	-100.0	3	Inf.	0	-100.0	0	-100.0	0	-100.0	1	-75.0	26	-58.1
States & DC: Hisp:	68	19.3	196	14.0	26	50.0	52	5.5	176	4.9	251	28.7	2,555	5.5
P.R.	47	34.2	15	114.0	5	16.7	13	31.6	15	34.8	25	4.2	249	-30.8
PR as percentage of States & DC: Hispanic		40.8		7.6		16.1		25.0		7.9		10.0		8.9

Supplement - Table 5

Hispanic Earned Masters Degrees by Scientific Disciplines and Education: Eleven Largest Hispanic States. Total Numbers Rank Ordered: The States and D.C. and Puerto Rico

Scientific Disciplines																					Education		
Bioscience			Engineering			Mathematics			Physical Sciences			Psychology			Social Sciences								
Rank	State	# Students	Rank	State	# Students	Rank	State	# Students	Rank	State	# Students	Rank	State	# Students	Rank	State	# Students				Rank	State	# Students
1	PR	47	1	CA	32	1	CA	7	1	PR	13	1	CA	53	1	NY	48				1	TX	744
2	TX	12	2	NY	27	2	TX	5	2	TX	12	2	TX	25	2	CA	43				2	CA	435
3	CA	11	3	TX	22	3	PR	5	3	NY	8	3	NY	22	3	TX	34				3	NY	293
4	FL	4	4	IL	19	4	NY	3	4	CA	5	4	CO	18	4	IL	29				4	PR	249
5	IL	3	5	PR	15	5	FL	2	5	NJ	4	5	PR	15	5	PR	25				5	NM	240
6	MI	3	6	FL	14	6	MI	2	6	FL	3	6	MI	9	6	MI	13				6	FL	169
7	NM	2	7	NM	13	7	AZ	1	7	NM	3	7	IL	9	7	NM	8				7	IL	87
8	NJ	1	8	NJ	6	8	NM	1	8	MI	2	8	FL	7	8	FL	8				8	AZ	79
9	NY	1	9	MI	4	9	NJ	1	9	IL	2	9	NM	5	9	AZ	6				9	CO	63
10	AZ	0	10	PA	3	10	IL	1	10	AZ	1	10	AZ	2	10	NJ	4				10	NJ	60
11	CO	0	11	AZ	2	11	PA	0	11	CO	1	11	NJ	1	11	CO	1				11	MI	44
12	PA	0	12	CO	0	12	CO	0	12	PA	0	12	PA	0	12	PA	1				12	PA	26

Source: NCES Earned Degree Data, 1975-1979

Supplement - Table 6

Hispanic Earned Doctorates by Scientific Disciplines and Education: Eleven Largest Hispanic States, Rank Ordered: The States and D.C. and Puerto Rico 1978-1979 Totals and Percentage Changes 1975-1979

Source: NCES Earned Degree Data 1975-1979

States	Biosciences		Engineering		Mathematics		Physical Sciences		Psychology		Social Sciences		Education	
	1978-1979 N	% Change '75-79	1978-1979 N	% Change '75-79	1978-1979 N	% Change '75-79	1978-1979 N	% Change '75-79	1978-1979 N	% Change '75-79	1978-1979 N	% Change '75-79	1978-1979 N	% Change '75-79
CA	1	NC	2	NC	0	-100.0	2	-750.0	21	425.0	12	-143.0	16	-15.8
TX	1	-80.0	4	300.0	1	Inf.	2	-33.3	0	-100.0	2	-50.0	27	100.1
NY	0	NC	4	33.3	2	100.0	4	33.3	25	525.0	7	NC	8	60.0
FL	4	300.0	0	-100.0	2	Inf.	1	-83.3	1	-50.0	2	NC	14	46.2
IL	3	200.0	2	Inf.	1	Inf.	1	NC	1	75.0	5	400.0	6	500.0
NJ	0	NC	1	NC	0	-100.0	0	-100.0	0	-100.0	0	NC	4	Inf.
NM	1	NC	2	100.0	0	-100.0	0	-100.0	0	NC	0	-100.0	12	20.0
AZ	1	Inf.	0	NC	0	NC	0	-100.0	1	Inf.	0	NC	12	300.0
CO	2	Inf.	0	NC	0	NC	0	NC	2	100.0	0	NC	3	-50.0
MI	1	NC	1	NC	0	NC	1	-66.7	3	-25.0	2	NC	9	-44.0
PA	0	NC	1	66.7	0	-100.0	0	-100.0	0	-100.0	1	-66.7	3	-66.7
States & DC: Hisp:	28	27.2	22	29.4	6	-50.0	23	-17.9	64	64.1	39	9.3	136	-1.4
P.R.	6	50.0	*		*		2	NC	*		*		*	
PR as percentage of States & DC Hispanic.		17.7		*		*		8.0		*		*		*

* Do data.

Supplement - Table 7

Hispanic Earned Doctors Degrees by Scientific Disciplines and Education: Eleven Largest Hispanic States. Total Number Rank Ordered: The States and D.C. and Puerto Rico

Scientific Disciplines																		Education		
Bioscience			Engineering			Mathematics			Physical Sciences			Psychology			Social Sciences					
Rank	State	# Students	Rank	State	# Students	Rank	State	# Students	Rank	State	# Students	Rank	State	# Students	Rank	State	# Students	Rank	State	# Students
1	PR	6	1	TX	4	1	NY	2	1	NY	4	1	NY	25	1	CA	12	1	TX	27
2	FL	4	2	NY	4	2	FL	2	2	CA	2	2	CA	21	2	NY	7	2	CA	16
3	IL	3	3	IL	2	3	TX	1	3	TX	2	3	MI	3	3	IL	5	3	FL	14
4	CO	2	4	NM	2	4	IL	1	4	PR	2	4	CO	2	4	TX	2	4	NM	12
5	CA	1	5	CA	2	5	CA	0	5	FL	1	5	FL	1	5	FL	2	5	AZ	12
6	TX	1	6	NJ	1	6	NJ	0	6	IL	1	6	IL	1	6	MI	2	6	MI	9
7	NM	1	7	MI	1	7	NM	0	7	MI	1	7	AZ	1	7	PA	1	7	NY	8
8	AZ	1	8	PA	1	8	AZ	0	8	NJ	0	8	TX	0	8	NJ	0	8	IL	6
9	MI	1	9	CO	0	9	CO	0	9	NM	0	9	NJ	0	9	NM	0	9	NJ	4
10	PA	0	10	AZ	0	10	MI	0	10	AZ	0	10	NM	0	10	AZ	0	10	CO	3
11	NJ	0	11	FL	0	11	PA	0	11	CO	0	11	PA	0	11	CO	0	11	PA	3
12	NY	0	12	PR	NA	12	PR	NA	12	PA	0	12	PR	NA	12	PR	NA	12	PR	NA

Source: NCES Earned Degree Data, 1975-1979

Supplement Table 8

Hispanic Earned Degree Data Across Disciplines

1978-1979, the States and D.C.

Source: NCES Earned Degree Data 1978-1979

	Bachelors		Masters		Doctorates		
	N	% of Nat'l Total	N	% of Nat'l Total	N	% of Nat'l Total	TOTAL
Agriculture & Natural Sciences	202	.9	34	.9	12	1.3	248
Architecture & Environmental Design	229	2.5	60	1.9	3	3.1	292
Area Studies	82	3.2	31	4.2	3	2.3	116
Bio-Sciences	1,109	2.3	68	1.0	28	.8	1,205
Business & Management	3,196	1.9	612	1.2	5	.6	3,813
Communications	409	1.5	33	1.1	2	1.0	444
Computer Information	155	1.8	24	.8	1	.4	180
Education	3,029	2.4	2,555	2.3	136	1.8	5,720
Engineering	1,117	1.8	196	1.3	22	.9	1,335
Fine & Applied Arts	747	1.8	115	1.4	7	1.0	869
Foreign Language	1,055	8.9	201	8.3	44	6.9	1,300
Health Professionals	1,066	1.7	187	1.2	4	.6	1,257
Home Economics	173	.9	23	.9	0	0	196
Law	19	2.8	28	1.7	1	2.2	48
Letters	622	1.5	149	1.7	19	1.0	790

(continued)

Supplement Table 8 - cont.

	Bachelors		Masters		Doctorates		
	N	% of Nat'l Total	N	% of Nat'l Total	N	% of Nat'l Total	TOTAL
Library Sciences	3	.5	76	1.3	0	0	79
Mathematics	194	1.7	26	.9	6	.8	226
Military Sciences	2	1.4	0	0	0	0	2
Physical Sciences	339	1.5	52	1.0	23	.7	414
Psychology	1,208	2.8	176	2.2	64	2.4	1,448
Public Affairs Services	1,193	3.1	549	2.8	1	.3	1,743
Social Sciences	2,917	2.7	251	1.9	39	1.2	3,207
Theology	71	1.2	41	1.2	7	.6	119
Interdisciplinary	892	2.8	57	1.3	12	1.7	961
TOTAL HISPANIC	20,029	2.2	5,544	1.8	439	1.3	26,012

TABLE 9

SUB-FIELDS INCLUDED IN THE DISCIPLINES OF TABLES 1 - 8

BIOLOGICAL SCIENCES (0400)

NOTE Animal nutrition: Report in 0104.

Clinical dental, clinical medical, and clinical veterinary medical sciences, and pharmacy: Report as appropriate in Health Professions.

0401	Biology, general	53						
0402	Botany, general	54						
0403	Bacteriology	55						
0404	Plant pathology	56						
0405	Plant pharmacology	57						
0406	Plant physiology	58						
0407	Zoology, general	59						
0408	Pathology, human and animal	60						
0409	Pharmacology, human and animal [Report pharmacy in 1211.]	61						
0410	Physiology, human and animal	62						
0411	Microbiology	63						
0412	Anatomy	64						
0413	Histology	65						
0414	Biochemistry [Include agricultural chemistry.]	66						
0415	Biophysics	67						
0416	Molecular biology	68						
0417	Cell biology *(cytology, cell physiology)*	69						
0418	Marine biology	70						
0419	Biometrics and biostatistics	71						
0420	Ecology	72						
0421	Entomology	73						
0422	Genetics [Include experimental plant and animal breeding.]	74						
0423	Radiobiology	75						
0424	Nutrition, scientific *(excludes nutrition in home economics and dietetics)*	76						
[illegible]	Neurosciences	77						
0426	Toxicology	78						
0427	Embryology	79						
	Other, specify	80						

ENGINEERING (0900)

NOTE: In the columns for master's degrees, also include other postgraduate professional degrees, such as civil engineer, electrical engineer, etc.

0901	Engineering, general	177						
0902	Aerospace, aeronautical and astronautical engineering	178						
0903	Agricultural engineering	179						
0904	Architectural engineering	180						
0905	Bioengineering and biomedical engineering	181						
0906	Chemical engineering *(include petroleum refining)*	182						
0907	Petroleum engineering *(exclude petroleum refining)*	183						
0908	Civil, construction, and transportation engineering [Report sanitary engineering in 0922.]	184						
0909	Electrical, electronics, and communications engineering	185						
0910	Mechanical engineering	186						
0911	Geological engineering [Include mining geology.]	187						
0912	Geophysical engineering	188						
0913	Industrial and management engineering	189						
0914	Metallurgical engineering	190						
0915	Materials engineering	191						
0916	Ceramic engineering	192						
0917	Textile engineering	193						
0918	Mining and mineral engineering	194						
0919	Engineering physics	195						
0920	Nuclear engineering	196						
0921	Engineering mechanics	197						
0922	Environmental and sanitary engineering	198						
0923	Naval architecture and marine engineering	199						
09[illegible]	Ocean engineering	200						
0925	Engineering technologies *(baccalaureate and higher programs)* [Include trade or industrial training.]	201						
0999	Other, specify	202						

MATHEMATICS (1700)

NOTE: Report Computer science and Systems analysis in the specialties in Computer and Information Sciences (0700).

Mathematics education: Report in 0833

1701	Mathematics, general	309						
1702	Statistics, mathematical and theoretical	310						
1703	Applied mathematics	311						
1799	Other, specify	312						

PHYSICAL SCIENCES (1900)

NOTE: Chemical engineering: Report in 0906
Metallurgical engineering: Report in 0914

Geography: Report in 2206
Natural sciences: Report in 4902

1901	Physical sciences, general	326						
1902	Physics, general (exclude biophysics) [Report biophysics in 0415.]	327						
1903	Molecular physics	328						
1904	Nuclear physics	329						
1905	Chemistry, general (exclude biochemistry) [Report biochemistry in 0414.]	330						
1906	Inorganic chemistry	331						
1907	Organic chemistry	332						
1908	Physical chemistry	333						
1909	Analytical chemistry	334						
1910	Pharmaceutical chemistry	335						
1911	Astronomy	336						
1912	Astrophysics	337						
1913	Atmospheric sciences and meteorology	338						
1914	Geology	339						
1915	Geochemistry	340						
1916	Geophysics and seismology	341						
1917	Earth sciences, general	342						
1918	Paleontology	343						
1919	Oceanography	344						
1920	Metallurgy	345						
1999	Other, specify	▨	▨	▨	▨	▨	▨	▨
1999-1	Other earth sciences	347						
1999-2	Other physical sciences	348						

PSYCHOLOGY (2000)

NOTE: Educational psychology: Report in 0822

2001	Psychology, general	353						
2002	Experimental psychology *(animal and human)*	354						
2003	Clinical psychology	355						
2004	Psychology for counseling [Psychology majors only.]	356						
2005	Social psychology	357						
2006	Psychometrics	358						
2007	Statistics in psychology	359						
2008	Industrial psychology	360						
2009	Developmental psychology	361						
2010	Physiological psychology	362						
2099	Other, specify	363						

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SOCIAL SCIENCES (2200)

Social psychology: Report in 2005.

NOTE: Distinguish among specialties in Social Sciences (2200), Area Studies (0300), and Public Affairs and Services (2100).

Hospital administration: Report in 1202.
Industrial relations: Report in 0516.

2201	Social sciences, general	379						
2202	Anthropology	380						
2203	Archeology	381						
2204	Economics [Report agricultural economics in 0111.]	382						
2205	History	383						
2206	Geography	384						
2207	Political science and government	385						
2208	Sociology	386						
2209	Criminology	387						
2210	International relations	388						
2211	Afro-American (black culture) studies	389						
2212	American Indian cultural studies	390						
2213	Mexican-American cultural studies	391						
2214	Urban studies	392						
2215	Demography	393						
2299	Other, specify	394						

EDUCATION (0800)

NOTE: Students who are prepared to teach an academic subject such as English, biology, and foreign languages should be reported as appropriate in Letters, Biological Sciences, and Foreign Languages, and not in Education.

Education specialist (6-year degree): Report in same columns as master's degrees, in appropriate discipline specialty.

Teaching of English as a foreign language: Report in 1508.

0801	Education, general	127						
0802	Elementary education, general	128						
0803	Secondary education, general	129						
0804	Junior high school education	130						
0805	Higher education, general	131						
0806	Junior and community college education	132						
0807	Adult and continuing education	133						
0808	Special education, general	134						
0809	Administration of special education	135						
0810	Education of the mentally retarded	136						
0811	Education of the gifted	137						
0812	Education of the deaf	138						
0813	Education of the culturally disadvantaged	139						
0814	Education of the visually handicapped	140						
0815	Speech correction	141						
0816	Education of the emotionally disturbed	142						
0817	Remedial education	143						
0818	Special learning disabilities	144						
0819	Education of the physically handicapped	145						
0820	Education of the multiple handicapped	146						
0821	Social foundations *(history and philosophy of education)*	147						
0822	Educational psychology *(include learning theory)*	148						
0823	Pre-elementary education *(kindergarten)*	149						
0824	Educational statistics and research	150						
0825	Educational testing, evaluation and measurement	151						
0826	Student personnel *(counseling and guidance)*	152						
0827	Educational administration	153						
0828	Educational supervision	154						
0829	Curriculum and instruction	155						
[illegible]0	Reading education *(methodology and theory)*	156						

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0831	Art education *(methodology and theory)*	157						
0832	Music education *(methodology and theory)*	158						
0833	Mathematics education *(methodology and theory)*	159						
0834	Science education *(methodology and theory)*	160						
0835	Physical education	161						
0836	Driver and safety education	162						
0837	Health education *(include family life education)*	163						
0838	Business, commerce, and distributive education	164						
0839	Industrial arts, vocational, and technical education [Report trade or industrial training in 0925.]	165						
0899	Other, specify	▨	▨	▨	▨	▨	▨	▨
0899-1	Agricultural education	167						
0899-2	Education of exceptional children, not classifiable above	168						
0899-3	Home economics education	169						
0899-4	Nursing education *(training of school nurses and of teachers of nursing)*	170						

APPENDIX E

Current FIPSE Authorization

TITLE X—ESTABLISHMENT OF A NEW TITLE X OF THE HIGHER EDUCATION ACT OF 1965

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

SEC. 1001. (a) Title X of the Act is amended by striking out everything preceding part C and inserting in lieu thereof the following:

"TITLE X—FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

"PART A—ESTABLISHMENT AND OPERATION OF FUND

"AUTHORIZATION OF PROGRAM

"SEC. 1001. Subject to the provisions of section 1002, the Secretary is authorized to make grants to, and contracts with, institutions of postsecondary education (including combinations of such institutions) and other public and private educational institutions and agencies (except that no grant shall be made to an educational institution or agency other than a nonprofit institution or agency) to improve postsecondary educational opportunities by providing assistance to such educational institutions and agencies for—

Grants.
20 USC 1135.

"(1) encouraging the reform, innovation, and improvement of postsecondary education, and providing equal educational opportunity for all;

"(2) the creation of institutions and programs involving new paths to career and professional training, and new combinations of academic and experiential learning;

"(3) the establishment of institutions and programs based on the technology of communications;

"(4) the carrying out in postsecondary educational institutions of changes in internal structure and operations designed to clarify institutional priorities and purposes;

"(5) the design and introduction of cost-effective methods of instruction and operation;

"(6) the introduction of institutional reforms designed to expand individual opportunities for entering and reentering institutions and pursuing programs of study tailored to individual needs;

"(7) the introduction of reforms in graduate education, in the structure of academic professions, and in the recruitment and retention of faculties; and

"(8) the creation of new institutions and programs for examining and awarding credentials to individuals, and the introduction of reforms in current institutional practices related thereto.

"CONSULTATION

"SEC. 1002. No grant shall be made or contract entered into under section 1001 for a project or program with any institution of postsecondary education unless it has been submitted to the appropriate State entity having an agreement under section 1203, and an opportunity has been afforded such entity to submit its comments and recommendations to the Secretary.

Comments and recommendations.
20 USC 1135a.
Post, p. 1498.

"NATIONAL BOARD OF THE FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

Establishment.
20 USC 1136a-1.

"Sec. 1003. (a) There is established a National Board of the Fund for the Improvement of Postsecondary Education. The Board shall consist of fifteen members appointed by the Secretary for overlapping three-year terms. A majority of the Board shall constitute a quorum. Any member of the Board who has served for six consecutive years shall thereafter be ineligible for appointment to the Board during a two-year period following the expiration of such sixth year.

Membership.

"(b) The Secretary shall designate one of the members as Chairman. A majority of the members of the Board shall be public interest representatives, including students, and a minority shall be educational representatives. All members selected shall be individuals able to contribute an important perspective on priorities for improvement in postsecondary education and strategies of educational and institutional change.

Duties.

"(c) The Board shall—

"(1) advise the Secretary and the Director of the Fund for the Improvement of Postsecondary Education on priorities for the improvement of postsecondary education and make such recommendations as it may deem appropriate for the improvement of postsecondary education and for the evaluation, dissemination, and adaptation of demonstrated improvements in postsecondary educational practice;

"(2) advise the Secretary and the Director of the Fund on the development of programs to be carried out by the Fund and on the selection of projects under consideration for support by the Fund in its competitions;

"(3) advise the Secretary and the Director of the Fund on the operation of the Fund, including advice on planning documents, guidelines, and procedures for grant competitions prepared by the Fund; and

"(4) meet at the call of the Chairman, except that it shall meet (A) at least four times during each fiscal year, or (B) whenever one-third of the members request in writing that a meeting be held.

Information availability.

"(d) The Director shall make available to the Board such information and assistance as may be necessary to enable the Board to carry out its functions.

"ADMINISTRATIVE PROVISIONS

20 USC 1136a-2.
5 USC 101.
5 USC 5101 et seq.
5 USC 5331.

"Sec. 1004. (a) The Secretary may appoint, for terms not to exceed three years, without regard to the provisions of title 5 of the United States Code governing appointments in the competitive service, not more than five technical employees to administer this title who may be paid without regard to the provisions of chapter 51 and subchapter III of chapter 53 of such title relating to classification and General Schedule pay rates.

Review.

"(b) The Director shall establish procedures for reviewing and evaluating grants and contracts made or entered into under this title. Procedures for reviewing grant applications or contracts for financial assistance under this section may not be subject to any review outside of officials responsible for the administration of the Fund for the Improvement of Postsecondary Education.

"AUTHORIZATION OF APPROPRIATIONS

"SEC. 1005. There are authorized to be appropriated to carry out this title $20,000,000 for fiscal year 1981, $30,000,000 for fiscal year 1982, $40,000,000 for fiscal year 1983, $45,000,000 for fiscal year 1984, and $50,000,000 for fiscal year 1985.". 20 USC 1135a-3.

(b)(1) Part C of title X of the Act is redesignated as part B, and sections 1071 and 1072 thereof are redesignated as sections 1021 and 1022, respectively. 20 USC 1135a, 1135a-1.

(2) Section 1021(a) of the Act (as so redesignated) is amended by striking out "this title,". 20 USC 1135a.

(c) Section 404 of the General Education Provisions Act is repealed. Repeal. 20 USC 1221d.

TITLE XI—ESTABLISHMENT OF A NEW TITLE XI OF THE HIGHER EDUCATION ACT OF 1965

PROGRAM AUTHORIZED

SEC. 1101. Title XI of the Act is amended to read as follows:

"TITLE XI—URBAN GRANT UNIVERSITY PROGRAM

"FINDINGS AND PURPOSE

"SEC. 1101. (a) The Congress finds and declares— 20 USC 1136.

"(1) that there exists within the Nation's urban universities an underutilized reservoir of skills, talents, and knowledge applicable toward the amelioration of the multitude of problems that face the Nation's urban centers;

"(2) that the skills, talents, and knowledge of urban universities must be applied in a systematic and sustained manner to make a significant contribution toward the solution of these problems;

"(3) that the application of the skills, talents, and knowledge of urban universities is hindered by the limited funds available to sustain their commitment; and

"(4) that it is the policy of the United States to encourage and facilitate the application of the skills, talents, and knowledge of urban universities toward serving the needs of urban centers of the Nation.

"(b) The Secretary shall carry out programs in accordance with the provisions of this title, for the purpose of aiding urban universities to help find answers to urban problems, and aiding such universities to make their resources more readily and effectively available to the urban communities in which they are located.

"APPROPRIATIONS AUTHORIZED

"SEC. 1102. (a) For the purpose of carrying out the provisions of this title there is authorized to be appropriated $15,000,000 for fiscal year 1981, $25,000,000 for fiscal year 1982, $35,000,000 for fiscal year 1983, $45,000,000 for fiscal year 1984, and $55,000,000 for fiscal year 1985. 20 USC 1136a.

"(b) In the event of a multiple-year grant to any urban university under this title, the Secretary shall make funds available for such grant from funds appropriated for this title for the fiscal year in which such funds are to be used by the recipient.

1976 Amendment to FIPSE

Authorizing Legislation

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION [1]

SEC. 404. (a) Subject to the provisions of subsection (b), the Secretary is authorized to make grants to, and contracts with, institutions of postsecondary education (including combinations of such institutions) and other public and private educational institutions and agencies (except that no grant shall be made to an educational institution or agency other than a nonprofit institution or agency) to improve postsecondary educational opportunities by providing assistance to such educational institutions and agencies for—

(1) encouraging the reform, innovation, and improvement of postsecondary education, and providing equal educational opportunity for all;

(2) the creation of institutions and programs involving new paths to career and professional training, and new combinations of academic and experimental learning;

(3) the establishment of institutions and programs based on the technology of communications;

(4) the carrying out in postsecondary educational institutions of changes in internal structure and operations designed to clarify institutional priorities and purposes;

(5) the design and introduction of cost-effective methods of instruction and operation;

(6) the introduction of institutional reforms designed to expand individual opportunities for entering and reentering institutions and pursuing programs of study tailored to individual needs;

(7) the introduction of reforms in graduate education, in the structure of academic professions, and in the recruitment and retention of faculties; and

(8) the creation of new institutions and programs for examining and awarding credentials to individuals, and the introduction of reforms in current institutional practices related thereto.

(b) No grant shall be made or contract entered into under subsection (a) for a project or program with any institution of postsecondary education unless it has been submitted to each appropriate State Commission established under section 1202 of the Higher Education Act of 1965, and an opportunity afforded such Commission to submit its comments and recommendations to the Secretary.

(c) For the purposes of this section, the authority granted to the Commissioner in part D of this Act shall apply to the Secretary.

(d) The Secretary may appoint, for terms not to exceed three years, without regard to the provisions of title 5 of the United States Code governing appointments in the competitive service, not more than five technical employees to administer this section who may be paid without regard to the provisions of chapter 51 and subchapter III of chapter 53 of such title relating to classification and General Schedule pay rates.

(e) There are authorized to be appropriated $10,000,000 for the fiscal year ending June 30, 1973, $50,000,000 for the fiscal year ending June 30, 1974, and $75,000,000 for each succeeding fiscal year ending prior to October 1, 1979, for the purposes of this section.

(20 U.S.C. 1221d) Enacted June 23, 1972, P.L. 92-318, sec. 301(a)(2), 86 Stat. 327; amended October 12, 1976, P.L. 94-482, Title IV, sec. 402(b), 90 Stat. 2227.

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[1] Title change authorized by section 402(a) of Title IV of P.L. 94-482 (90 Stat. 2236).

1972 Amendment to Original Legislation

"PART A—EDUCATION DIVISION OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

"THE EDUCATION DIVISION

"SEC. 401. There shall be, within the Department of Health, Education, and Welfare, an Education Division which shall be composed of the Office of Education and the National Institute of Education, and shall be headed by the Assistant Secretary for Education.

"ASSISTANT SECRETARY FOR EDUCATION

"SEC. 402. (a) There shall be in the Department of Health, Education, and Welfare an Assistant Secretary for Education, who shall be appointed by the President by and with the advice and consent of the Senate. The Assistant Secretary for Education shall be compensated at the rate specified for level IV of the Executive Schedule under section 5315 of title 5, United States Code.

80 Stat. 461; 83 Stat. 864.

"(b) The Assistant Secretary shall be the principal officer in the Department to whom the Secretary shall assign responsibility for the direction and supervision of the Education Division. He shall not serve as Commissioner of Education or as Director of the National Institute of Education on either a temporary or permanent basis.

"THE OFFICE OF EDUCATION

"SEC. 403. (a) The purpose and duties of the Office of Education shall be to collect statistics and facts showing the condition and progress of education in the United States, and to disseminate such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country. The Office of Education shall not have authority which is not expressly provided for by statute or implied therein.

"(b)(1) The management of the Office of Education, shall, subject to the direction and supervision of the Secretary, be entrusted to a Commissioner of Education, who shall be appointed by the President by and with the advice and consent of the Senate, and who shall serve at the pleasure of the President.

"(2) The Commissioner may not engage in any other business, vocation, or employment while serving in any such position; nor may he, except with the express approval of the President in writing, hold any office in, or act in any capacity for, or have a financial interest in, any organization, agency, or institution to which the Office of Education makes a grant or with which it makes a contract or other financial arrangement.

"SUPPORT FOR IMPROVEMENT OF POSTSECONDARY EDUCATION

"SEC. 404. (a) Subject to the provisions of subsection (b), the Secretary is authorized to make grants to, and contracts with, institutions of postsecondary education (including combinations of such institutions) and other public and private educational institutions and agencies (except that no grant shall be made to an educational institution or agency other than a nonprofit institution or agency) to improve postsecondary educational opportunities by providing assistance to such educational institutions and agencies for—

"(1) encouraging the reform, innovation, and improvement of postsecondary education, and providing equal educational opportunity for all;

"(2) the creation of institutions and programs involving new paths to career and professional training, and new combinations of academic and experimental learning;

"(3) the establishment of institutions and programs based on the technology of communications;

"(4) the carrying out in postsecondary educational institutions of changes in internal structure and operations designed to clarify institutional priorities and purposes;

"(5) the design and introduction of cost-effective methods of instruction and operation;

"(6) the introduction of institutional reforms designed to expand individual opportunities for entering and reentering institutions and pursuing programs of study tailored to individual needs;

"(7) the introduction of reforms in graduate education, in the structure of academic professions, and in the recruitment and retention of faculties; and

"(8) the creation of new institutions and programs for examining and awarding credentials to individuals, and the introduction of reforms in current institutional practices related thereto.

"(b) No grant shall be made or contract entered into under subsection (a) for a project or program with any institution of postsecondary education unless it has been submitted to each appropriate State Commission established under section 1202 of the Higher Education Act of 1965, and an opportunity afforded such Commission to submit its comments and recommendations to the Secretary. Ante, p. 294.

"(c) For the purposes of this section, the authority granted to the Commissioner in part D of this Act shall apply to the Secretary. Ante, p. 306.

"(d) The Secretary may appoint, for terms not to exceed three years, without regard to the provisions of title 5 of the United States Code governing appointments in the competitive service, not more than five technical employees to administer this section who may be paid without regard to the provisions of chapter 51 and subchapter III of chapter 53 of such title relating to classification and General Schedule pay rates. 5 USC 101 et seq. 5 USC 5101, 5331, 5332 note.

"(e) There are authorized to be appropriated $10,000,000 for the fiscal year ending June 30, 1973, $50,000,000 for the fiscal year ending June 30, 1974, and $75,000,000 for the fiscal year ending June 30, 1975, for the purposes of this section. Appropriations.

"NATIONAL INSTITUTE OF EDUCATION

"SEC. 405. (a)(1) The Congress hereby declares it to be the policy of the United States to provide to every person an equal opportunity to receive an education of high quality regardless of his race, color, religion, sex, national origin, or social class. Although the American educational system has pursued this objective, it has not yet attained that objective. Inequalities of opportunity to receive high quality education remain pronounced. To achieve quality will require far more dependable knowledge about the processes of learning and education than now exists or can be expected from present research and experimentation in this field. While the directi[illegible]of the education system remains primarily the responsibility of St[illegible]nd local governments, the Federal Government has a clear respo[illegible]lity to provide leadership in the conduct and support of scient[illegible]quiry into the educational process.

"(2) any member appointed to fill a vacancy occurring prior to the expiration of the term for which his predecessor was appointed shall be appointed for the remainder of that term.

Responsibilities.

"(c) The Committee shall, with respect to all matters pertaining to institutional eligibility—

"(1) advise the Secretary with regard to the responsibility to publish a list of nationally recognized accrediting agencies and associations which he determines to be reliable authority as to the quality of training offered, including advising the Secretary with respect to the criteria and procedures for carrying out such responsibility;

"(2) advise the Secretary with regard to the responsibility to designate State agencies as reliable authorities on the quality of public postsecondary vocational education or training;

"(3) develop and recommend to the Secretary standards and criteria for specific categories of vocational training institutions and institutions of higher education for which there are no recognized accrediting agencies, associations, or State agencies, in order to establish the eligibility of such institutions on an interim basis for participation in federally funded programs; and

"(4) carry out such other advisory functions relating to accreditation and institutional eligibility as may be assigned by the Secretary.

"(d) The Committee shall meet not less than twice each year at the call of the Chairman. The date of, and agenda for, each meeting of the Committee shall be submitted in advance to the Secretary for approval. A representative of the Secretary shall be present at all meetings of the Committee.

Report to Congress.

"(e) The Committee shall, not later than November 30 of each year, make an annual report through the Secretary to the Congress. The annual report shall contain a list of the members of the Committee and their addresses, a list of the Committee's functions, a list of dates and places of each meeting during the preceding fiscal year, and a summary of the activities, findings, and recommendations made by the Committee during the preceding fiscal year.

20 USC 1233g.

"(f) Subject to section 448(b) of the General Education Provisions Act, the Committee shall continue to exist until September 30, 1985.".

TITLE XIII—MISCELLANEOUS PROVISIONS

PART A—GENERAL EDUCATION PROVISIONS

CONTINGENT EXTENSION

20 USC 1226a.

SEC. 1301. (a) The first sentence of section 414 of the General Education Provisions Act is amended by striking out "for one additional fiscal year" and inserting in lieu thereof the following: "for—

"(i) two additional fiscal years for any applicable program authorized to be included in the Appropriation Act for the fiscal year preceding the fiscal year for which appropriations are available for obligation, or

"(ii) one additional fiscal year for any other applicable program".

(b) The second sentence of such section is amended by striking out "for such additional year" and inserting in lieu thereof "for each additional fiscal year".

ENFORCEMENT OF THE RULES

20 USC 1232.

SEC. 1302. The second sentence of section 431(d)(1) of that Act is amended by inserting before the period a comma and the following: "in whole or in part".

SCIENCE EDUCATION PROGRAMS

SEC. 1303. The General Education Provisions Act is amended by inserting after section 406 the following new section:

"AUTHORIZATION OF APPROPRIATIONS FOR SCIENCE EDUCATION PROGRAMS

20 USC 1221e-1a.

"SEC. 406A. There is authorized to be appropriated to the Secretary of Education for fiscal year 1981—

"(1) $2,500,000 for the purpose of carrying out the Pre-College Science Teacher Training program, and

"(2) $5,000,000 for the purpose of carrying out the Minority Institutions Science Improvement program

transferred to the Secretary from the National Science Foundation by section 304 of the Department of Education Organization Act.". 20 USC 3444.

COMMISSION ON THE REVIEW OF THE FEDERAL IMPACT AID PROGRAM

20 USC 238 note.

SEC. 1304. (a) Section 1015(d) of the Education Amendments of 1978, relating to the impact aid study, is amended by striking out "December 1, 1980" and inserting in lieu thereof "September 1, 1981".

20 USC 238 note.

(b) All funds available to the Commission for its operating expenses shall, notwithstanding any other provision of law, be made available to such Commission, and remain available to such Commission to carry out the amendment made by subsection (a) of this section. The Secretary of Education shall, notwithstanding any other provision of law, make available to such Commission, from funds appropriated to the Department of Education, such funds as may be necessary to enable the Commission to maintain its level of operations, consistent with the amendment made by subsection (a) of this section, except that the total amount so available for any month shall not exceed 110 per centum of the average monthly amount available for expenditure by the Commission during the fiscal year 1980.

Term of office.

(c) The terms of office of the members of such Commission shall be coterminous with the duration of the Commission and the number of such members shall be equal to the number who are in office at any time, except that such number shall not exceed the number specified in such section 1015. A quorum of the Commission shall be equal to a majority of the members of the Commission who have qualified.

Termination.

(d) The Commission shall terminate September 30, 1981.

EVALUATION REPORTS

20 USC 1226c.

SEC. 1305. Section 417(a)(1)(F) of the General Education Provisions Act is amended by inserting immediately before the period a comma and the following: "including tabulations of available data to indicate the effectiveness of the programs and projects by the sex, race, and age of its beneficiaries".

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34 CFR Part 735

Minority Institutions Science Improvement Program (MISIP)

AGENCY: Department of Education.

ACTION: Final regulations.

SUMMARY: The Secretary issues regulations to implement the Minority Institutions Science Improvement Program.

These regulations will allow accredited two- and four-year institutions of higher education whose enrollments are predominantly (more than 50 percent) American Indian; Alaskan Native; Black, not of Hispanic Origin; Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin); Pacific Islander or any combination of these or other disadvantaged ethnic minorities who are underrepresented in science to become eligible to participate in the program. The program provides support to these minority institutions and certain other nonprofit groups to effect long-range improvement in science education at predominantly minority institutions and to increase the flow of underrepresented ethnic minorities into scientific and engineering careers.

EFFECTIVE DATE: These final regulations are expected to take effect 45 days after they are transmitted to Congress. Regulations are usually transmitted to Congress several days before they are published in the Federal Register. The effective date is changed if Congress takes certain adjournments. If you want to know the effective date of these final regulations, call or write the Department of Education contact person.

FOR FURTHER INFORMATION CONTACT: Dr. Argelia Velez-Rodriguez, Telephone: (202) 282-7780.

SUPPLEMENTARY INFORMATION: The authority to administer the Minority Institutions Science Improvement Program (MISIP) is firmly rooted in Congressional action. Prior to its transfer to the Department of Education, MISIP was administered by the National Science Foundation under the authority of section 3(a) of the National Science Foundation Act 42 U.S.C. 1862. When the Department of Education was established, MISIP was specifically transferred to it by Congress. (Section 304 of the Department of Education Organization Act and 20 U.S.C. 3444; S. Rep. No. 96–49, 96th Cong., 1st Sess. 50–51) (1979). S. Rep. No. 96–126, 96th Cong., 1st Sess. 30 (1979). These references indicate that Congress recognized the purpose of the program to assist institutions with predominantly minority enrollments and that Congress intended that the Department of Education administer the program in a manner consistent with this purpose.

Finally, section 1303 of the Education Amendments of 1980 specifically amends the General Education Provisions Act to authorize appropriations to carry out the MISIP program during fiscal year 1981. Pub. L. 96–374, § 1303 (1980).

The objectives of MISIP are two-fold: (1) to effect long-range improvement in science education at predominantly minority institutions, and (2) to increase the flow of underrepresented ethnic minorities into scientific careers. In general, predominantly minority institutions lack the extensive financial resources needed to plan for and implement improved programs of science instruction. The students at these institutions represent a large, relatively untapped, reservoir of scientific talent. In addition, many of these students have suffered the pervasive effects of years of discrimination, including economic disadvantage and inferior academic preparation, that have not yet been eradicated by the Civil Rights Act of 1964 and other remedial measures.

For these reasons, students are often poorly prepared for the rigors of science education opportunities at the postsecondary level. With improved science education opportunity these students will be able to redress the underrepresentation of certain minorities within the scientific and engineering community and make a large contribution to the Nation's need for trained professionals in these fields.

It should also be emphasized that all students that attend predominantly minority institutions—whether or not they belong to a disadvantaged ethnic group currently underrepresented in science and engineering—are expected to benefit from the improved educational opportunities that result from this program. In addition, although the purpose of MISIP is to improve these opportunities at predominantly minority institutions, entities other than minority institutions are eligible to receive a grant and participate in certain types of projects conducted as part of MISIP.

The provisions of these final regulations are substantially the same as the provisions of the notice of proposed rulemaking (NPRM) published in the Federal Register on November 5, 1980, 45 FR 73514. Interested persons were given 30 days in which to comment on the NPRM. No comments were received during the comment period which ended December 5, 1980.

Assessment of Educational Impact

On November 14, 1980, the Secretary published a notice in the Federal Register of the Department's intent to publish regulations necessary to implement the Education Amendments of 1980. In that notice, the Department listed the existing regulations affected by the new law and requested comments whether those regulations required information that is already being gathered by or is available from any other agency or authority of the United States. The regulations in this document are based on regulations listed in the November 14 notice. Based on any comments received and the Department's own review, it has been determined that the regulations in this document do not require information that is already being gathered by or is available from any other agency or authority of the United States.

Citation of Legal Authority

The reader will find a citation of statutory or other legal authority in parentheses on the line following each substantive provision.

(Catalog of Federal Domestic Assistance No. 84.120, Minority Institutions Science Improvement Program. Part I of OMB Circular A-95 does not apply to this program)

Dated: January 12, 1981.

Shirley M. Hufstedler,

Secretary of Education.

The Secretary of Education amends Title 34 of the Code of Federal Regulations to add a new Part 735, reading as follows:

PART 735—THE MINORITY INSTITUTIONS SCIENCE IMPROVEMENT PROGRAM

Subpart A—General

Sec.
735.1 What is the Minority Institutions Science Improvement Program (MISIP)?
735.2 Who is eligible to receive a grant?
735.3 How does a minority institution establish eligibility?
735.4 What regulations apply to the Minority Institutions Science Improvement Program?
735.5 What definitions apply to the Minority Institutions Science Improvement Program?

Subpart B—What Kinds of Projects Does the Department of Education Assist Under This Program?

735.10 What kinds of projects are supported by this program?
735.11 What are institutional projects?
735.12 What are design projects?
735.13 What are special projects?
735.14 What are cooperative projects?

Subpart C—How Does One Apply for a Grant?

735.20 Application procedures.

Subpart D—How Does the Secretary Make a Grant?

735.30 How does the Secretary evaluate an application?
735.31 What selection criteria does the Secretary use?

Subpart E—What Conditions Must a Grantee Meet?

735.40 What are the restrictions on the types of costs a grant may support?

Authority: Sec. 3(a) of the National Science Foundation Act of 1950 as enacted by Pub. L. 81–507, 64 Stat. 149, as amended (42 U.S.C. 1862).

Subpart A—General

§ 735.1 What is the minority institutions science improvement program (MISIP)?

The Minority Institutions Science Improvement Program is designed to effect long-range improvement in science education at predominantly minority institutions and to increase the flow of underrepresented ethnic minorities into scientific careers.

(42 U.S.C. 1862)

§ 735.2 Who is eligible to receive a grant?

The following parties are eligible to receive grants:

(a) Public and private, nonprofit minority institutions as defined in § 735.5(b).

(b) Nonprofit science-oriented organizations, professional scientific societies, and all nonprofit, accredited colleges and universities which render a needed service to a group of eligible minority institutions or which provide in-service training for project directors, scientists, and engineers from eligible minority institutions.

(42 U.S.C. 1862)

§ 735.3 How does a minority institution establish eligibility?

The institution is required to provide the information necessary to establish eligibility to participate in the program, including the data on enrollment furnished by the institution to the Office for Civil Rights, Education Department, for the "Fall Enrollment and Compliance Report of Institutions of Higher Education, 1978" (Higher Education General Information Survey HEGIS XIII: OE Form 2300–2.3).

(42 U.S.C. 1862)

§ 735.4 What regulations apply to the minority institutions science improvement program?

The following regulations apply to the Minority Institutions Science Improvement Program:

(a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR Part 75 (Direct Grant Programs) and 34 CFR Part 77 (General).

(b) The regulations in this Part 735.

(42 U.S.C. 1862, 20 U.S.C. 3444)

§ 735.5 What definitions apply to the minority institutions science improvement program?

(a) *Definitions in EDGAR.* The following terms used in this part are defined in 34 CFR Part 77.

Applicant
Application
Department
Grants
Grantee
Nonprofit
Private
Project
Project period
[illegible]
Secretary

(20 U.S.C. 1221e–3(a)(1))

(b) *Definitions that apply to this part:*

"Accredited" means currently certified by a nationally recognized accrediting agency or making satisfactory progress toward achieving accreditation.

"Minority" means American Indian, Alaskan Native, black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, and Central or South American origin), Pacific Islander or other ethnic group underrepresented in science and engineering.

"Minority institution" means an accredited college or university whose enrollment of a single minority group or a combination of minority groups as defined in § 735.5(b) exceeds fifty percent of the total enrollment.

"Pre-College level" means middle or secondary school.

"Science" means, for the purposes of this program, the biological, engineering, mathematical, physical and social sciences, and the history and philosophy of science; also included are interdisciplinary fields which are comprised of overlapping areas among two or more sciences.

"Underrepresented in science and engineering" means a minority group whose number of scientists and engineers per 10,000 population of that group is substantially below the comparable figure for scientists and engineers who are white and not of Hispanic origin.

(42 U.S.C. 1862)

Subpart B—What Kinds of Projects Does the Department of Education Assist Under This Program?

§ 735.10 What kinds of projects are supported by this program?

The Secretary awards grants under this program for all or some of the following categories of projects:

(a) Institutional projects for implementing a comprehensive science improvement plan as described in § 735.11.

(b) Design projects for developing a long-range science improvement plan as described in § 735.12.

(c) Special projects to support a single activity as described in § 735.13.

(d) Cooperative projects to share facilities and personnel and disseminate information as described in § 735.14.

(42 U.S.C. 1862)

§ 735.11 What are institutional projects?

(a) Institutional project grants support the implementation of a comprehensive science improvement plan, which may include any combination of activities for improving the preparation of minority students for careers in science.

(b) The length of the project period is a maximum of [illegible] months.

(c) Activities that the Secretary may assist under an institutional project include but are not limited to the following:

(1) Faculty development programs; or

(2) Development of curriculum materials.

(d) Eligible applicants for institutional projects are minority institutions.

(42 U.S.C. 1862)

§ 735.12 What are design projects?

(a) Design project grants assist minority institutions that do not have their own appropriate resources or personnel to plan and develop long-range science improvement programs.

(b) The length of the project period is a maximum of 12 months.

(c) Activities that the Secretary may assist under a design project include but are not limited to the following:

(1) Development of planning, management, and evaluation systems; and

(2) Improvement of institutional research or development offices.

(d) Eligible applicants for design projects are minority institutions that have not received support under this program in prior years.

(42 U.S.C. 1862)

§ 735.13 What are special projects?

(a) Special project grants support a single activity to—

(1) Improve quality training in science and engineering at minority institutions;

(2) Enhance the minority institutions' general scientific research capabilities;

(3) Provide a needed service to a group of eligible minority institutions; or

(4) Provide in-service training for project directors, scientists, and engineers from eligible minority institutions.

(b) The length of the project period is a maximum of 24 months.

(c) Activities that the Secretary may assist under a special project include, but are not limited to, the following:

(1) Advanced science seminars;

(2) Science faculty workshops;

(3) Faculty training to develop specific science research or education skills;

(4) Research in science education;

(5) Programs for visiting scientists;

(6) Preparation of films or audio-visual materials in science;

(7) Development of learning experiences in science beyond those normally available to minority undergraduate students;

(8) Development of pre-college enrichment activities in science; and

(9) Any other activities designed to address specific barriers to the entry of minorities into science.

(d) Eligible applicants for special projects of the type listed in paragraphs (a) (1) and (2) of this section are minority institutions. Eligible applicants for special projects of the type listed in paragraphs (a) (3) and (4) of this section are all applicants eligible for assistance under this program.

(42 U.S.C. 1862)

§ 735.14 What are cooperative projects?

(a) Cooperative project grants assist groups of nonprofit accredited colleges and universities with common problems to work together to conduct a science improvement project.

(b) The length of the project period is a maximum of 36 months.

(c) Activities that the Secretary may fund under cooperative projects include, but are not limited to, the following:

(1) Assisting institutions in sharing facilities and personnel;

(2) Disseminating information about established programs in science and engineering;

(3) Supporting cooperative efforts to strengthen the institutions' science and engineering programs; and

(4) Carrying out a combination of any of the activities in paragraphs (c)(1)–(3) of this section.

(d) Eligible applicants for cooperative projects are groups of nonprofit accredited colleges and universities whose primary fiscal agent is an eligible minority institution as defined in § 735.3(d).

(42 U.S.C. 1862)

Subpart C—How Does One Apply for a Grant?

One applies for a grant under the procedures of EDGAR §§ 75.100 through 75.129.

Subpart D—How Does the Secretary Make a Grant?

§ 735.30 How does the Secretary evaluate an application?

(a) The Secretary evaluates an application on the basis of the criteria in § 735.31.

(b) The Secretary awards up to 100 points for these criteria.

(c) The maximum possible score for each criterion is indicated in parentheses.

(d) For applications of substantially equal quality, the Secretary gives priority to projects that contribute to achieving balance among projects funded by this program within each of the following categories:

(1) Past history of participation in the program;

(2) Geographic location;

(3) Academic discipline; and

(4) Project type.

§ 735.31 What selection criteria does the Secretary use?

The Secretary evaluates applications using the following criteria:

(a) *Plan of operation.* (10 points)

(1) The Secretary reviews each application for information that shows the quality of the plan of operation for the project.

(2) The Secretary looks for information that shows—

(i) High quality in the design of the project;

(ii) An effective plan of management that insures proper and efficient administration of the project;

(iii) A clear description of how the objectives of the project relate to the purpose of the program;

(iv) The way the applicant plans to use its resources and personnel to achieve each objective; and

(v) Methods of coordination. (See EDGAR 34 CFR 75.581)

(b) *Quality of key personnel.* (10 points)

(1) The Secretary reviews each application for information that shows the quality of the key personnel the applicant plans to use on the project.

(2) The Secretary looks for information that shows—

(i) The qualifications of the project director (if one is to be used);

(ii) The qualifications of each of the other key personnel to be used in the project;

(iii) The time that each person referred to in paragraphs (b)(2) (i) and (ii) of this section plans to commit to the project.

(iv) The extent to which the applicant, as part of its nondiscriminatory employment practices, encourages applications for employment from persons who are members of groups that have been traditionally underrepresented, such as members of a racial or ethnic minority groups, women, handicapped persons, and the elderly.

(3) To determine the qualifications of a person, the Secretary considers evidence of past experience and training, in fields related to the objectives of the project, as well as other information that the applicant provides.

(c) *Budget and cost effectiveness.* (5 points)

(1) The Secretary reviews each application for information that shows that the project has an adequate budget and is cost effective.

(2) The Secretary looks for information that shows—

(i) The budget for the project is adequate to support the project activities; and

(ii) Costs are reasonable in relation to the objectives of the project.

(d) *Evaluation plan.* (10 points)

(1) The Secretary reviews each application for information that shows the quality of the evaluation plan for the project. (See EDGAR 34, CFR 75.500—Evaluation by the grantee; where applicable)

(2) The Secretary looks for information that shows methods of evaluation that are appropriate for the project and, to the extent possible, are objective and produce data that are quantifiable.

(e) *Adequacy of resources.* (5 points)

(1) The Secretary reviews each application for information that shows that the applicant plans to devote adequate resources to the project.

(2) The Secretary looks for information that shows—

(i) The facilities that the applicant plans to use are adequate; and

(ii) The equipment and supplies that the applicant plans to use are adequate.

(20 U.S.C. 1221(c)—3(a)(1))

(f) *Identification of need for the project.* (10 points)

(1) The Secretary reviews each application for information that shows the identification of need for the project.

(2) The Secretary looks for information that shows—

(i) An adequate needs assessment;

(ii) An identification of specific needs in science; and

(iii) An involvement of appropriate individuals, especially science faculty, in identifying the institutional needs.

(g) *Potential institutional impact of the project.* (15 points)

(1) The Secretary reviews each application to determine the extent to which the proposed project gives evidence of potential for enhancing the institution's capacity for improving and maintaining quality science education for its minority students.

(2) The Secretary looks for information that shows—

(i) For an institutional or cooperative project, the extent to which both the established science education program(s) and the proposed project will expand or strengthen the established program(s) in relation to the identified needs; or

(ii) For a design project, the extent to which realistic long-range science education improvement plans will be developed with the technical assistance provided under the project; or

(iii) For a special project, the extent to which it addresses needs that have not been adequately addressed by any existing institutional science program or takes a particularly new and exemplary approach that has not been taken by any existing institutional science program.

(h) *Institutional commitment to the project.* (15 points)

(1) The Secretary reviews each application for information that shows that the applicant plans to continue the project activities when funding ceases.

(2) The Secretary looks for information that shows—

(i) Adequate institutional commitment to absorb any after-the-grant burden initiated by the project;

(ii) Adequate plans for continuation of project activities when funding ceases;

(iii) Clear evidence of past institutional commitment to the provision of quality science programs for its minority students; and

(iv) A local review statement signed by the chief executive officer of the institution endorsing the project and indicating how the project will accelerate the attainment of the institutional goals in science.

(i) *Expected outcomes.* (10 points)

(1) The Secretary reviews each application to determine the extent to which minority students will benefit from the project.

(2) The Secretary looks for information that shows—

(i) Expected outcomes likely to result in the accomplishment of the program goals;

(ii) Educational value for science students; and

(iii) Possibility of long-term benefits to minority students, faculty, or the institution.

(i) *Scientific and educational value of the proposed project.* (10 points)

(1) The Secretary reviews each application for information that shows its potential for contributions to science education.

(2) The Secretary looks for information that shows—

(i) The relationship of the proposed project to the present state of science education;

(ii) The use or development of effective techniques and approaches in science education; and

(iii) Potential use of some aspects of the project at other institutions.

(42 U.S.C. 1862)

Subpart E—What Conditions Must a Grantee Meet?

§ 785.40 What are the restrictions on the types of costs a grant may support?

Funds may not be used for—

(a) Undergraduate scholarships;

(b) Augmenting the salary rate for faculty members pursuing regularly assigned duties;

(c) Full support of faculty members currently employed by the institutions;

(d) Support for a project director or for [illegible] members beyond the extent of [illegible]ticipation in project activities. [illegible] grants no more than fifty [illegible] academic year salaries may be [illegible]

(e) Su[illegible] faculty members engaged in pr[illegible]t activities during summer in excess of two-months of a faculty member's current academic year salary for full-time involvement for an 8-week period;

(f) Fees and expenses for consultants in excess of the established applicant's rate;

(g) Support for student assistants not involved in project activities or in excess of the approved work-study rates in operation at the institution;

(h) Support of any other on-going, regular activity at the institution;

(i) Staff benefits, if they are treated as an item of indirect cost in the negotiation of the institution's indirect cost rate; and

(j) Major renovations of existing physical facilities.

(42 U.S.C. 1862)

[FR Doc. [illegible] Filed 1-[illegible]-81; 8:45 am]

BILLING CODE 4000-01-M

and make annual reports of its findings and recommendations (including recommendations for changes in the provisions of this title) to the Secretary for transmittal to the Congress; and

(C) Conduct independent evaluations of programs carried out under this title and publish and distribute the results thereof.

The meeting of the Council is open to the public, and the proposed agenda includes:

Call to Order at 1:00 P.M.

Comments on the Distribution of Federal Funds in Vocational Education

Student Vocational Organizations Position on Reauthorization Issue

Review of Council Work Plan for FY 1981–82

Status Reports on NACVE Projects and Studies

Records shall be kept of all Council proceedings, and will be available for public inspection at the office of the National Advisory Council on Vocational Education, 425 13th Street SW., Suite 412, Washington, D.C. 20004, from 9:00 A.M. to 5:00 P.M.

Signed at Washington, D.C., on November 18, 1980.

Raymond C. Parrott,

Executive Director.

[FR Doc. 80-[illegible] Filed 11-20-80; 8:45 am]

BILLING CODE 4000-01-M

Minority Institutions Science Improvement Program (MISIP); Applications for New Awards for Fiscal Year 1981

AGENCY: Department of Education.

ACTION: Application notice for receipt of applications for new awards for fiscal year 1981.

Applications are invited for new awards under the Minority Institutions Science Improvement Program which is administratively part of the Fund for the Improvement of Postsecondary Education in the Department of Education.

Authority for this program is contained in the Department of Education Organization Act (20 U.S.C. 3441) which provides for the transfer of the Minority Institutions Science Improvement Program, established under the National Science Foundation Act (42 [illegible] 1862), from the National Science Fo[illegible]tion (NSF) to the Education D[illegible]ment.

Closing Date for [illegible]smittal of Applications

[illegible]plications for In[illegible]tional, Design an[illegible]erative Projec[illegible]ards must be maile[illegible] and-delivered by January 30, 1981. Applications for Special Project Awards must be mailed or hand-delivered by March 2, 1981.

Applications Delivered by Mail

An application sent by mail must be addressed to the Minority Institutions Science Improvement Program, Attention: 84.120, Fund for the Improvement of Postsecondary Education, Department of Education, 400 Maryland Avenue SW., Room 3123, Washington, D.C. 20202.

To establish proof of mailing, an applicant must show one of the following:

(1) A legibly dated U.S. Postal Service postmark.

(2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.

(3) A dated shipping label, invoice, or receipt from a commercial carrier.

(4) Any other proof of mailing acceptable to the Secretary.

If an application is sent through the U.S. Postal Service, the Secretary does not accept a private metered postmark or a mail receipt that is not dated by the U.S. Postal Service as proof of mailing.

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should specifically request that a dated postmark be affixed by its local post office.

An applicant is encourged to use registered or at least first class mail. Each late applicant will be notified that its application will not be considered.

Applications Delivered by Hand

An application that is hand-delivered must be taken to the Minority Institutions Science Improvement Program, Attention: 84.120, Fund for the Improvement of Postsecondary Education, Department of Education, 400 Maryland Avenue SW., Room 3123, Washington, D.C.

The Secretary will accept hand-delivered applications between 8:00 a.m., and 4:30 p.m. (Washington, D.C. time) daily, except Saturdays, Sundays, and Federal holidays. Applications for Institutional Design or Cooperative Project Awards that are hand-delivered will not be accepted after 4:30 p.m. on January 30, 1981. Applications for Special Project Awards that are hand-delivered will not be accepted after 4:30 p.m. on March 2, 1981.

Program Information

The Secretary solicits applications from predominantly minority institutions and certain other eligible institutions which propose to enhance a minority institution's capacity for developing and maintaining a quality science education program for all of its students and to augment the institution's capability for increasing the flow of underrepresented ethnic minorities into scientific careers.

Support under this program is provided to eligible institutions in four ways: (1) Design grants to minority institutions without formal planning capabilities to provide assistance in developing long-range science improvement plans; (2) grants to individual minority institutions to support the implmentation of comprehensive science improvement plans; (3) grants to nonprofit, accredited colleges and universities to support cooperative efforts designed to strengthen their science and engineering programs; and (4) grants to eligible institutions or organizations in support of special projects designed to implement Program goals.

The Secretary considers making a grant to an eligible institution only if an application has been prepared and submitted according to—

(a) The regulations in Part 34 CFR 735;

(b) The applicable provisions in EDGAR; and

(c) The instructions and forms included in the *Guide for Preparation of Proposals for the Minority Institutions Science Improvement Program,* Publication No. ED 0007.

Available Funds

Approximately $4.0 million is estimated to be available for Institutional and Cooperative Project Awards in fiscal year 1981. It is estimated that these funds will support approximately 20 awards. The maximum amount for an Institutional or Cooperative Project Award is $300,000 for a 36-month period. Approximately $1.0 million is estimated to be available for Special Project and Design Awards in fiscal year 1981. It is estimated that these funds will support approximately 20 Special Project and Design Project Awards. The maximum amount for a Special Project Award is $150,000 for a 24-month project period. The maximum amount for a Design Project Award is $20,000 for a 12-month period.

However, these estimates do not bind the Secretary to a specific number of grants or to the amount of any grant unless the amount is otherwise specified by statute and regulations.

Application Forms

Application forms and program information packages may be obtained from Minority Institutions Science Improvement Program, Attention: 84.120, Fund for the Improvement of

REFERENCES

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NCES Tape #012134, Table 10. "Comparisons of Full Time Graduate Enrollment in Institutions of Higher Education by Race and Ethnicity: State and Nation, 1974, 1976, 1978."

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